Lyon County School District

Report on the Assessment Results for the 2023/2024 School Year

Philosophy of Assessment

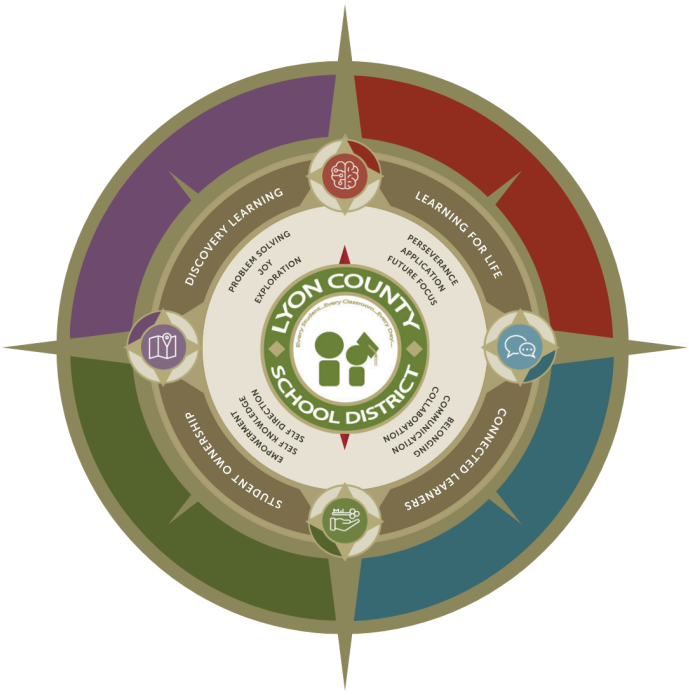
Assessment FOR Learning

- When assessment FOR learning occurs, the words assessments, evaluation, or grading should not cause feelings of anxiety, vulnerability, or frustration. The traditional assessment OF learning methods employed in education have used assessments to hold students accountable for learning by a deadline (Stiggins, 2005). Assessments OF learning are summative assessments, or assessments that allow students to prove what they have learned by a certain deadline resulting in a proficient or not proficient dichotomy (Dufour, 2016), this dichotomy discourages learning and either creates a cognitive belief system of success or failure.

- In contrast, Lyon County School District believes that assessment should be used FOR learning and aligned with our guiding domain “Student Ownership of Learning”. An assessment FOR learning removes proficiency deadlines and allows students to improve their learning because it informs both the teacher and student as to the appropriate next steps in the learning process (Dufour, 2016). Assessments should be used as a confidence builder, a motivator to keep them learning, and a tool for celebrating unprecedented achievement gains (Stiggins, 2005). To accomplish this, educators should use assessments to help students understand (Dufour, 2016);
    1. The achievement targets they are aspiring to
    2. Where they are now in relation to that expectation and how far they have come.
    3. How to close the gap between the two.
    4. To celebrate gains over time.

Portrait of a Learner and Assessments

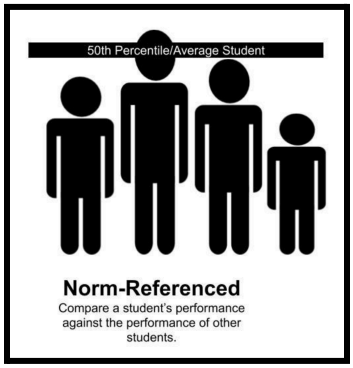
- Lyon County School District believes assessments should be used to empower and support students by taking ownership of their learning. Assessments are not intended to hold students accountable, but rather provide students an opportunity to reflect on their learning. Students take ownership of their learning by;
    - *Independently monitor their learning and make decisions about the right next steps in their learning.*
    - *Explore and choose learning options aligned to their goals and interests.*
    - *Assess their learning and take appropriate actions to achieve their goals.*
    - *Identify their learning needs and advocate for them by seeking the appropriate support.*
    - *Articulate what and why they are learning in their classrooms.*
    - *Identify and use their own strengths and skills to support their own learning.*
    - *Apply mindfulness strategies when they experience stressful or challenging situations.*
    - *Are involved, engaged, and participate during lessons and projects.*
    - *Identify areas in their learning that pose challenges and they seek support in a timely manner.*
    - *Independently seek learning options that are optimally challenging and appropriate to their knowledge and skill level.*
    - *Use evidence of their learning to set specific, timely, and appropriate learning goals.*
    - *Demonstrate enthusiasm and a desire to learn.*



Systems of Assessment

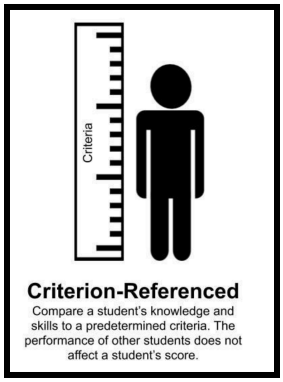
Overview of assessment types.

Norm-Referenced Assessment

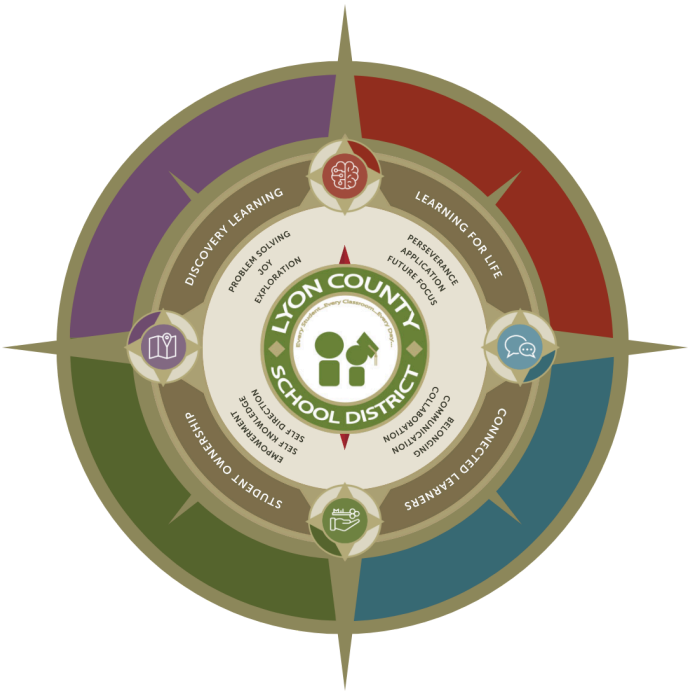


- A norm-referenced assessment allows a view to compare a student's performance against the performance of other students on a state or national level. To complete this task, the assessment will assess students on a skill level above and below grade level. A norm-referenced assessment allows the view to compare a student to another student of the same age and to another student in a different city, state, and/or country.
    - Types of Lyon County School District norm-referenced assessments
        - *Measure of Academic Progress* (MAP)

Criterion-Referenced Assessment



- A criterion-referenced assessment compares a student's knowledge and skill to identified criteria. The predetermined criteria could be based on required grade-level skills. The student performance is not compared to students in other cities, states, and/or countries. A criterion-referenced assessment allows the view to see what skills a student has developed and where they have grown over time.
    - Types of Lyon County School District criterion-referenced assessments
        - Smarter Balanced Assessment Criterion (SBAC)
        - American College Testing (ACT)
        - Career and Technical Education (CTE)
        - World-class Instructional Design and Assessment (WIDA)



Lyon County Assessment

Smarter Balanced Assessment Consortium

Smarter Balanced Assessment Consortium Overview:

- The Smarter Balanced Assessment Consortium (SBAC) is a public agency that provides standardized testing for students in the United States. These tests are designed to measure student progress in key areas like mathematics and English language arts/literacy, aligning with the Common Core State Standards. The goal of the SBAC is to provide teachers, schools, and parents with a clear understanding of student performance, helping to guide instruction and improve learning outcomes.

Smarter Balanced Assessment Consortium Claims:

- Smarter Balanced Assessment Consortium claims are broad statements that outline the outcomes achieved with mastery of the standards. Each claim contains a variety of assessment targets that clarify the knowledge and specific skills spanning multiple standards.

    - **ELA Claims**
        - **Reading**: Students can comprehend a range of complex texts independently.
        - **Writing**: Students can produce effective and well-grounded writing for a range of purposes and audiences.
        - **Speaking and Listening**: Students can employ effective speaking and listening skills for a range of purposes and audiences.
        - **Research/Inquiry**: Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.
        - **Claim Descriptors**

    - **Math Claims**
        - **Concepts & Procedures:** Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
        - **Problem Solving**: Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.
        - **Communicating Reasoning:** Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
        - **Modeling & Data Analysis**: Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

SBAC Practice Tests

- Create an SBAC Test
- 3rd Grade
  - Math Computer Adaptive Test
  - Math Performance Task
  - ELA Computer Adaptive Test
  - ELA Performance Task
- 4th Grade
  - Math Computer Adaptive Test
  - Math Performance Task
  - ELA Computer Adaptive Test
  - ELA Performance Task
- 5th Grade
  - Math Computer Adaptive Test
  - Math Performance Task
  - ELA Computer Adaptive Test
  - ELA Performance Task
- 6th Grade
  - Math Computer Adaptive Test
  - Math Performance Task
  - ELA Computer Adaptive Test
  - ELA Performance Task
- 7th Grade
  - Math Computer Adaptive Test
  - Math Performance Task
  - ELA Computer Adaptive Test
  - ELA Performance Task
- 8th Grade
  - Math Computer Adaptive Test
  - Math Performance Task
  - ELA Computer Adaptive Test
  - ELA Performance Task

- Summative Family Report

American College Testing

American College Testing Overview:

- The ACT, which stands for American College Testing, is a standardized test used for college admissions in the United States. It's designed to measure high school students' general educational development and their ability to complete college-level work.

- The test consists of four sections: English, Mathematics, Reading, and Science. There's also an optional Writing section. Each section is scored individually on a scale from 1 to 36, and those scores are then averaged to get a composite score. The test is known for its tight time constraints, which can make it a bit challenging.

- The state of Nevada sets a proficiency score of 21 on the ACT exam. A score of 21 on the ACT places a student approximately in the 64th percentile of all test takers. This means a student with a score of 21 has performed better than about 64% of all students who took the ACT.

American College Testing - Assessments

- **ACT English test** puts an examinee in the position of a writer who makes decisions to revise and edit a text. Short texts and essays in different genres provide a variety of rhetorical situations. Passages are chosen for their appropriateness in assessing writing and language skills and to reflect students' interests and experiences.

- **ACT mathematics test** assesses the skills students typically acquire in courses taken through grade 11. The material covered on the test emphasizes the major content areas that are prerequisites to successful performance in entry-level courses in college mathematics. Knowledge of basic formulas and computational skills are assumed as background for the problems, but recall of complex formulas and extensive computation are not required.

- **ACT reading test** measures the ability to read closely, reason logically about texts using evidence, and integrate information from multiple sources. The test questions focus on the mutually supportive skills that readers must bring to bear in studying written materials across a range of subject areas. Specifically, questions will ask you to determine main ideas; locate and interpret significant details; understand sequences of events; make comparisons; comprehend cause-effect relationships; determine the meaning of context-dependent words, phrases, and statements; draw generalizations; analyze the author's or narrator's voice and method; analyze claims and evidence in arguments; and integrate information from multiple texts.

- **ACT science test** measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences. The test presents several authentic scientific scenarios, each followed by a number of multiple-choice test questions. The content of the test includes biology, chemistry, Earth/space sciences (e.g., geology, astronomy, and meteorology), and physics. The questions require you to recognize and understand the basic features of, and concepts related to, the provided information; to examine critically the relationship between the information provided and the conclusions drawn or hypotheses developed; and to generalize from given information to gain new information, draw conclusions, or make predictions.

- **The optional ACT writing test** is an essay test that measures writing skills taught in high school English classes and entry level college composition courses. The test consists of one writing prompt that describes a complex issue and provides three different perspectives on the issue. You are asked to read the prompt and write an essay in which you develop your own perspective on the issue. Your essay must analyze the relationship between your own perspective and one or more other perspectives. You may adopt one of the perspectives given in the prompt as your own, or you may introduce one that is completely different from those given.

- Practice ACT
- Example of individual student profile report

- ## Readiness Standards
  - English
  - Reading
  - Mathematics
  - Science

Comprehending the Data

- **Breakdown of Scaled Scores and Correct Answers per Assessment:** The report below provides a breakdown of the number of correct answers a student must receive corresponding to the scaled score.

Scale Score	Raw Scores				Scale Score
	Test 1 English	Test 2 Mathematics	Test 3 Reading	Test 4 Science	
36	74-75	59-60	40	40	36
35	71-73	57-58	38-39	—	35
34	70	55-56	37	39	34
33	69	54	36	38	33
32	68	53	34-35	—	32
31	67	51-52	33	37	31
30	66	49-50	32	36	30
29	64-65	47-48	31	—	29
28	63	45-46	30	35	28
27	61-62	42-44	—	34	27
26	59-60	39-41	29	32-33	26
25	56-58	37-38	28	31	25
24	53-55	34-36	26-27	29-30	24
23	50-52	32-33	25	26-28	23
22	47-49	31	23-24	24-25	22
21	44-46	29-30	22	22-23	21
20	41-43	27-28	20-21	20-21	20
19	39-40	25-26	19	18-19	19
18	37-38	22-24	18	17	18
17	35-36	19-21	16-17	15-16	17
16	32-34	16-18	15	14	16
15	29-31	13-15	14	13	15
14	26-28	10-12	12-13	11-12	14
13	24-25	8-9	11	10	13
12	22-23	7	10	9	12
11	19-21	5-6	8-9	8	11
10	16-18	4	7	7	10
9	13-15	—	6	6	9
8	11-12	3	5	5	8
7	9-10	—	—	4	7
6	7-8	2	4	3	6
5	6	—	3	—	5
4	4-5	1	2	2	4
3	3	—	—	1	3
2	2	—	1	—	2
1	0-1	0	0	0	1

Comprehending the Data *(Continued)*

- **Average ACT Score by State Graduating Class 2023:** The below table classifies states by the percentage of ACT-tested high school graduates, including the average Composite score and percentage meeting ACT College and Career Readiness Benchmarks by subject.

ACT

Average ACT Scores by State Graduating Class of 2023

The below table classifies states by the percent of ACT-tested high school graduates, including the average Composite score and percent meeting ACT College and Career Readiness Benchmarks by subject.

A best practice is to compare states where the same or similar percentages of graduates were tested (e.g., Alabama 100% and Mississippi 100%, or Minnesota 68% and Missouri 66%).

State	Estimated % of Graduates Tested*	Average Composite Score	% Meeting English Benchmark (18)	% Meeting Reading Benchmark (22)	% Meeting Math Benchmark (22)	% Meeting Science Benchmark (23)
Alabama	100	18.0	42	30	18	21
Kentucky	100	18.7	49	36	23	24
Louisiana	100	18.2	47	32	19	22
Mississippi	100	17.6	41	26	16	16
Nevada	100	17.2	36	27	16	18
Oklahoma	100	17.8	42	30	16	19
Tennessee	100	18.4	47	33	23	23
Wyoming	100	19.0	48	37	25	27
Arizona	98	17.7	40	29	22	20
Montana	98	18.8	44	36	26	27
Arkansas	96	18.6	48	33	21	25
Nebraska	96	19.2	50	36	29	30
Wisconsin	95	19.4	51	38	31	32
North Carolina	90	18.5	41	36	25	26
Utah	90	19.9	55	44	32	33
North Dakota	89	19.6	52	40	32	31
Ohio	82	19.2	47	38	29	30
Kansas	74	19.4	50	40	28	30
Minnesota	68	20.8	56	47	39	41
Missouri	66	19.8	54	42	30	33
Hawaii	64	17.9	40	30	19	22
South Dakota	59	21.1	63	49	43	41
Iowa	48	20.8	61	50	37	40
Florida	46	18.9	50	37	25	26
South Carolina	40	18.8	46	37	25	26
Georgia	28	21.3	64	51	40	40

Average ACT Scores by State
Graduating Class of 2023

State	Estimated % of Graduates Tested*	Average Composite Score	% Meeting English Benchmark (18)	% Meeting Reading Benchmark (22)	% Meeting Math Benchmark (22)	% Meeting Science Benchmark (23)
West Virginia	26	20.3	65	45	29	30
Texas	23	19.3	49	39	30	30
District of Columbia	17	26	84	77	69	70
Illinois	16	24.5	85	70	63	61
Alaska	15	20.2	56	47	33	34
New Mexico	14	20.2	56	46	32	34
Oregon	13	20.9	58	49	37	41
Idaho	12	23	77	64	56	52
New Jersey	10	24.4	81	68	63	60
Colorado	9	24.5	86	71	63	63
New York	9	25.3	85	74	69	67
Connecticut	8	26.4	91	80	75	74
Indiana	8	22.9	74	61	57	52
Massachusetts	8	26.4	90	80	75	73
Virginia	8	24.6	83	72	61	63
Maryland	7	24.5	82	71	59	61
Michigan	7	24.4	84	68	63	61
Pennsylvania	6	23.9	79	67	60	59
Vermont	6	23.6	80	69	52	62
Washington	6	24.5	78	71	61	61
New Hampshire	5	25.2	86	73	67	66
Rhode Island	5	24.5	85	68	64	59
California	4	25.7	84	74	69	68
Delaware	4	24.8	87	71	62	62
Maine	2	24.8	89	71	63	66
National	**37**	**19.5**	**51**	**40**	**30**	**31**

*Totals for graduating seniors were obtained from *Knocking at the College Door: Projections of High School Graduates*. © December 2020 by the Western Interstate Commission for Higher Education.

ACT®

Comprehending the Data *(Continued)*

- **ACT Score National Ranks:** The below table classifies states by the percentage of ACT-tested high school graduates, including the average Composite score and percentage meeting ACT College and Career Readiness Benchmarks by subject.

- **How to use the table:** Using the leftmost column, find the row for one of your content area test scores or your Composite score. Next, find the national rank in the column corresponding to that test. For example, the national rank for a Composite score of 22 is 71. This means that 71 percent of recent high school graduates who took the ACT achieved a Composite score of 22 or lower. Similarly, the national rank for a STEM score of 26 is 88. Thus, 88 percent of recent high school graduates who took the ACT achieved a STEM score of 26 or lowerMeasure of Academic Progress

	ACT Score National Ranks						
Score	English	Math	Reading	Science	Composite	STEM	**Score**
36	100	100	100	100	100	100	**36**
35	99	99	98	99	99	99	**35**
34	97	99	96	99	99	99	**34**
33	95	98	94	97	98	98	**33**
32	94	97	92	96	97	97	**32**
31	92	96	90	95	95	96	**31**
30	91	95	88	94	94	95	**30**
29	90	94	86	93	92	93	**29**
28	88	92	84	91	90	91	**28**
27	87	90	81	89	87	89	**27**
26	85	87	79	87	85	87	**26**
25	82	83	76	84	81	83	**25**
24	79	79	74	80	78	79	**24**
23	75	75	69	74	74	75	**23**
22	71	71	64	67	69	70	**22**
21	66	68	59	62	64	65	**21**
20	60	65	53	56	59	60	**20**
19	55	61	48	50	53	54	**19**
18	51	56	43	44	47	48	**18**
17	47	50	39	37	41	40	**17**
16	43	41	34	30	35	32	**16**
15	38	29	30	24	28	23	**15**
14	31	17	25	18	22	15	**14**
13	25	8	19	13	14	8	**13**
12	20	3	14	9	8	4	**12**
11	16	2	8	6	3	1	**11**
10	10	1	4	3	1	1	**10**
9	5	1	2	1	1	1	**9**
8	2	1	1	1	1	1	**8**
7	1	1	1	1	1	1	**7**
6	1	1	1	1	1	1	**6**
5	1	1	1	1	1	1	**5**
4	1	1	1	1	1	1	**4**
3	1	1	1	1	1	1	**3**
2	1	1	1	1	1	1	**2**
1	1	1	1	1	1	1	**1**
Mean	19.0	19.4	20.5	20.0	19.9	20.0	
SD	7.1	5.6	7.1	5.9	6.0	5.5	

Note: These ranks are reported as “US Rank” on ACT score reports during the 2023-2024 reporting year (September 2023 through August 2024). The ranks are based on ACT-tested high school graduates of 2021, 2022, and 2023 (n=4,031,328).

Measure of Academic Progress - Overview:

- Measure of Academic Progress is an adaptive, computerized assessment system used to monitor student progress in key academic areas, such as reading, math, and science. It adjusts the difficulty of questions based on a student's response to previous questions. The results from MAP tests provide educators with valuable data about a student's knowledge, skills, and areas for improvement. This information can help teachers personalize learning, set goals, and track student growth over time.

- Measure of Academic Progress assessments are unique in that they adapt to your student's level of learning. If a student answers a question correctly, the next question is more challenging. If they answer incorrectly, the next one is easier. This type of assessment challenges top performers, without overwhelming students whose skills are below grade level. The MAP tests are aligned with Common Core standards, which makes it a helpful tool in preparing students for state-level tests. They are also used to measure growth over time, providing detailed insight into where students are excelling and where they may need extra help. MAP tests are typically administered three times per school year: fall, winter, and spring. This allows teachers to monitor progress and make data-informed decisions to improve teaching and learning. Lastly, MAP results are norm-referenced, which means they compare a student's scores with other students across the nation.

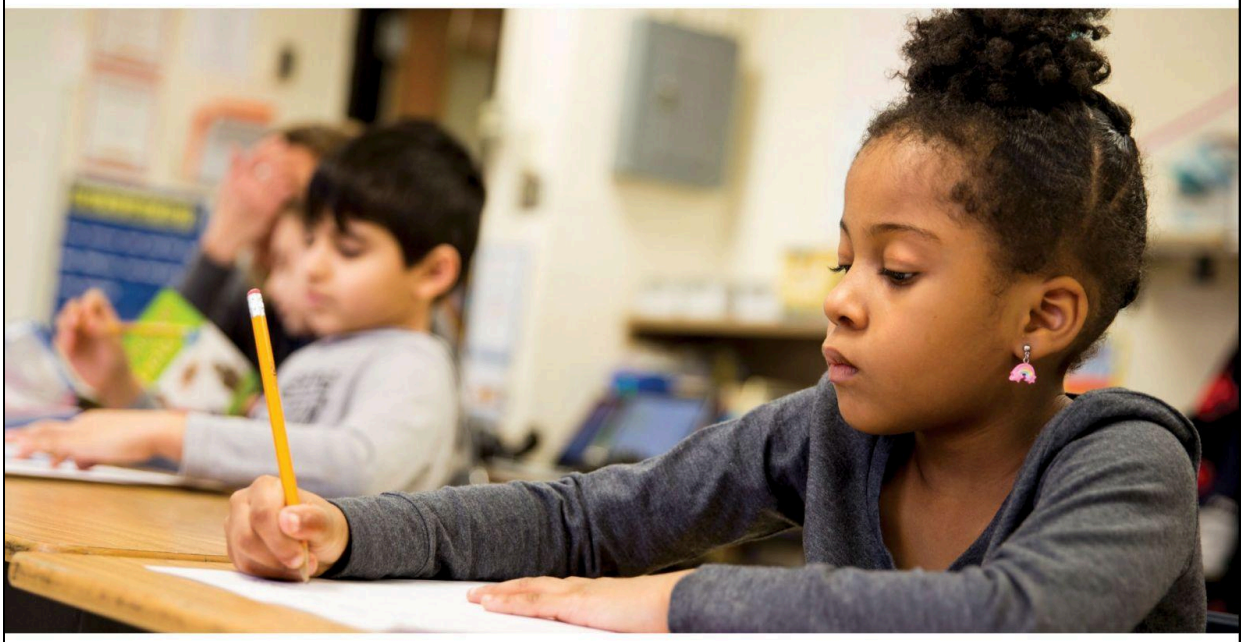
Measure of Academic Progress - Comprehending the Data:

- Practice Assessment
- Example of individual student profile report with longitudinal data graph

Measure of Academic Progress - Sample Questions Based on Score

Mathematics K–2

map GROWTH



225
200
190
175
150

Understanding RIT Scores and the Reference Charts

MAP Growth tests produce scores that make it possible to monitor student growth from year to year along developmental scales. The charts that follow show examples of the kinds of work students do at various points along the MAP Growth RIT scale, assuming they have been exposed to content.

Question Difficulty and the RIT Scale

These charts demonstrate the relationship between question difficulty and our RIT scale:

- For any MAP Growth score, students will answer questions at or near that score correctly about half the time.
- Questions with lower RIT will be answered correctly more frequently.
- Questions of higher RIT will be answered correctly less frequently. More difficult questions will probably require new learning on the part of the student.

PLEASE NOTE

Each subject area has a unique alignment to the RIT scale. As a result, scores between subjects are not equivalent.

Test items in this booklet are sample items, and many have not been calibrated or field tested. For purposes of this document, RIT scale alignment is an approximation.

MATHEMATICS K–2 | GEOMETRY

Geometry

Students reason with shapes and their attributes. They identify and describe shapes having specified attributes. Students partition shapes into equal shares to gain an understanding of fractional parts of a whole.

PLEASE NOTE

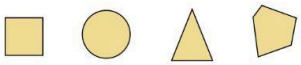
MAP Growth K-2 items have audio and sometimes little or no text on the screen.

The example items present the visual of the item and we include text in the examples to show what the student hears when the text is absent from the screen.

below 131

Look at the shapes.

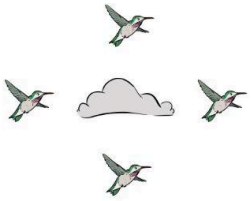
Which shape has only 3 sides?



131-140

Look at the picture.

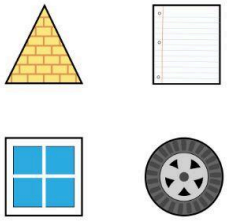
Which bird is over the cloud?



141-150

Look at the pictures.

Which picture is shaped like a circle?



151-160

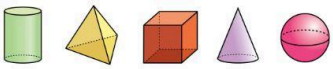
Look at the shapes.

Move ALL the shapes with four corners to the mat.

161–170

Look at the objects.

Choose the pyramid.



171–180

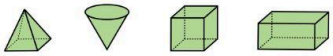
Look at the shapes.

Choose ALL of the shapes that are divided into equal shares.

181–190

Look at the objects.

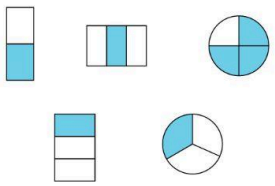
Choose ALL the objects that have six faces.



above 191

Look at the shapes.

Choose ALL the shapes that show one-third shaded.



MATHEMATICS K–2 | MEASUREMENT AND DATA

Measurement and Data

Students solve problems involving measurement and estimation of lengths, time, liquid volumes, and masses of objects. They use geometric measurement to understand area and perimeter. Students organize, represent, and interpret data in various graphical representations.

PLEASE NOTE

MAP Growth K-2 items have audio and sometimes little or no text on the screen.

The example items present the visual of the item and we include text in the examples to show what the student hears when the text is absent from the screen.

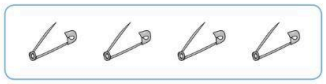
below 131

Look at the picture.

Which student is the shortest?

131–140

Look at the group of objects. The objects in the group belong together.



Which object belongs with the group?

141–150

Look at the sticker chart.

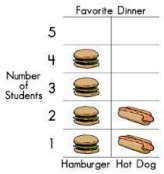
Which student has the most star stickers?

Gold Star Stickers	
Sarah	★★★
Pablo	★
Jamal	★★★★★
Cher	★★
Maria	★★★★

151–160

Look at the graph.

How many students chose hot dog as their favorite dinner?



1 2 3 4 5 6

161–170

Look at the picture of the bus.

Measure the length of the bus using blocks.

How many blocks long is the bus?

____ blocks

0 1 2 3 4 5 6 7 8 9

171–180

Look at the clock.

What time is shown on the clock?

3:45 9:15 8:20 4:40

181–190

Listen to the story.

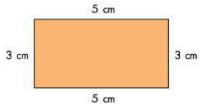
Julia bought a robot toy for 79 cents. She paid for it with one dollar.

Show the change that Julia should receive.

above 191

Look at the rectangle.

What is the perimeter of the rectangle?



____ cm

10 11 12 13 14
15 16 17 18 19 20

MATHEMATICS K–2 | NUMBER AND OPERATIONS

Number and Operations

Students understand place value, the counting sequence, and counting strategies. They compose and decompose numbers into hundreds, tens, and ones. Students use place value understanding to compare numbers, perform multidigit arithmetic, and develop understanding of fractions.

PLEASE NOTE

MAP Growth K-2 items have audio and sometimes little or no text on the screen.

The example items present the visual of the item and we include text in the examples to show what the student hears when the text is absent from the screen.

below 131

Look at the picture.

How many superheroes are there?

1 2 3 4

131-140

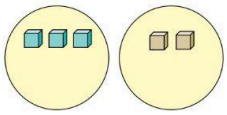
Look at the coatracks.

Choose the coatrack that has the fewest coats.

141-150

Look at the two groups.

Move cubes to the circles to make the groups equal.



151-160

Look at the numbers.

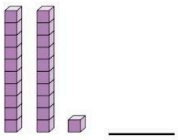
Which number is 1 more than 13?

4 14 15 17 20

161–170

Look at the picture.

What number do the blocks show?



1 21 20 201

171–180

Look at the number.

What is 100 more than 347?

347

_____

0 1 2 3 4 5 6 7 8 9

181–190

Look at the numbers.

Put the correct symbol in each of the problems to make them true.

532 ☐ 591 358 ☐ 358 823 ☐ 453

< > =

above 191

Listen to the words that describe a number:
6 hundreds and 5 ones.

Write the number that is described.

6 hundreds and 5 ones

_____

0 1 2 3 4 5 6 7 8 9

MATHEMATICS K–2 | OPERATIONS AND ALGEBRAIC THINKING

Operations and Algebraic Thinking

Students represent and solve problems involving addition, subtraction, multiplication, and division. They understand and apply properties of operations, and they understand the relationship between operations.

PLEASE NOTE

MAP Growth K-2 items have audio and sometimes little or no text on the screen.

The example items present the visual of the item and we include text in the examples to show what the student hears when the text is absent from the screen.

below 131

Look at the trucks.

Two trucks and one more truck is how many trucks altogether?

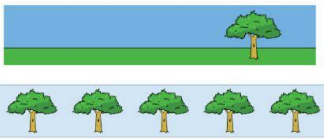
1 2 3 4 5

131-140

Listen to the story problem.

There is one tree in the yard. Two more get planted in the yard.

Move the trees to the yard to show how many there are altogether.



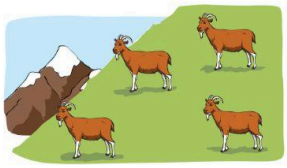
141-150

Listen to the word problem.

There are four goats on the hillside. Three goats leave the hillside.

Putting an X on a goat means it has left the hillside.

Move Xs to the goats to show how many have left the hillside.



X

151-160

The domino shows one way to make 5.

Move dots to the empty domino to show a different way to make 5.

161–170

Look at the problem.

Move the correct number to the blank line to make the sentence true.

You can use the buttons to help you find the answer to the problem.

4 + __ = 6

0 1 2 3 4 5 6 7 8 9

171–180

Listen to the word problem.

Bella had 78 shells in her collection. She gave 43 shells away to her friends.

How many shells are left in Bella's collection?

You can move base ten blocks to help you solve the problem.

_____ shells

30 35 43 48
78 112 121

181–190

Listen to the word problem.

The Lions had 47 points at halftime.
At the end of the game they had 89 points.

How many points did the Lions score after halftime?

_____ points

0 1 2 3 4 5 6 7 8 9

above 191

Look at the problem.

What is the answer?

$$\begin{array}{r} 2 \\ \times\ 7 \\ \hline \end{array}$$

0 1 2 3 4 5 6 7 8 9

Mathematics 2–5

map GROWTH

225
200
190
175
150

Understanding RIT Scores and the Reference Charts

MAP Growth tests produce scores that make it possible to monitor student growth from year to year along developmental scales. The charts that follow show examples of the kinds of work students do at various points along the MAP Growth RIT scale, assuming they have been exposed to content.

Question Difficulty and the RIT Scale

These charts demonstrate the relationship between question difficulty and our RIT scale:

- For any MAP Growth score, students will answer questions at or near that score correctly about half the time.
- Questions with lower RIT will be answered correctly more frequently.
- Questions of higher RIT will be answered correctly less frequently. More difficult questions will probably require new learning on the part of the student.

PLEASE NOTE

Each subject area has a unique alignment to the RIT scale. As a result, scores between subjects are not equivalent.

Test items in this booklet are sample items, and many have not been calibrated or field tested. For purposes of this document, RIT scale alignment is an approximation.

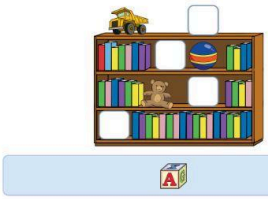
MATHEMATICS 2–5 | GEOMETRY

Geometry

Students understand and reason with geometric concepts by identifying, describing, creating, and classifying lines, angles, and two- and three-dimensional figures. Students solve problems by graphing points on the coordinate plane.

below 161

Move the block next to the ball.



161–170

Which shape is a triangle?

A. 

✓D. 

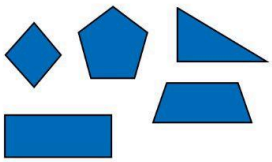
B. 

E. 

C. 

171–180

Choose all the quadrilaterals.



181–190

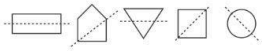
Use the set of shapes to complete the task.

Choose all the terms that describe the set of shapes.

A. squares
B. rectangles
C. trapezoids
✓**D.** parallelograms
✓**E.** quadrilaterals

191–200

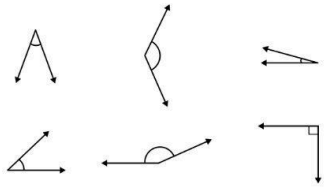
Some figures are shown.



Choose all the figures that show a line of symmetry.

201–210

Choose all the figures that show obtuse angles.



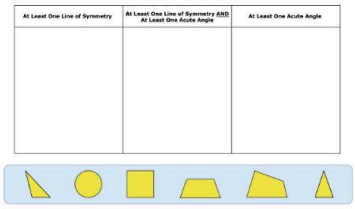
211–220

Which statement about rectangles is true?

A. All rectangles are squares.
B. All rectangles are trapezoids.
C. All rectangles are rhombuses.
✓**D.** All rectangles are parallelograms.

221–230

Move the shapes to the correct part of the chart.



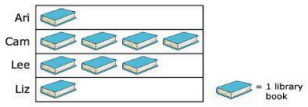
MATHEMATICS 2–5 | MEASUREMENT AND DATA

Measurement and Data

Students solve measurement problems involving length, mass, liquid volume, time, money, area, perimeter, volume, and angles. Students generate, represent, and interpret data, and they solve problems using charts, graphs, and line plots.

below 161

Use the graph to answer the question.

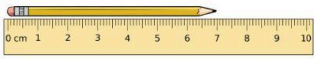


Who has the most library books?

A. Ari
✓**B.** Cam
C. Lee
D. Liz

161–170

Use the picture to answer the question.

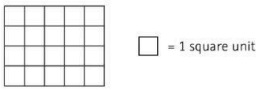


How long is the pencil?

A. 4 cm
B. 5 cm
C. 6 cm
✓**D.** 7 cm
E. 8 cm

171–180

Use the figure to answer the question.



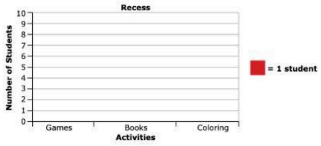
What is the area of the figure?

A. 5 square units
B. 9 square units
C. 18 square units
✓**D.** 20 square units

181–190

During recess, 2 students played games, 3 students read books, and 2 students colored art pages.

Move the square to make a bar graph of the data.



191–200

Use the rectangle to answer the question.

What is the perimeter?

A. 8 inches
B. 12 inches
C. 20 inches
✓**D.** 24 inches

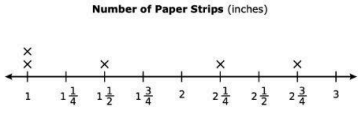
201–210

A flight lasted 5 hours. Choose all the measurements that are equal to 5 hours.

A. 15,000 seconds
✓**B.** 18,000 seconds
C. 30,000 seconds
D. 250 minutes
✓**E.** 300 minutes

211–220

The line plot shows the lengths of paper strips that Jai needs for an art project.

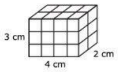


What is the total length of paper that Jai will use?

A. $5\frac{3}{4}$ inches
B. $6\frac{3}{4}$ inches
C. $7\frac{1}{2}$ inches
✓**D.** $8\frac{1}{2}$ inches

221–230

Use the figure to answer the question.



Choose all the expressions that can be used to find the volume of the rectangular prism.

12 + 12 | 12 + 12 + 8 | 8 + 8 + 8 | 8 + 8 + 8 + 8

MATHEMATICS 2–5 | NUMBER AND OPERATIONS

Number and Operations

Students understand the place value system by counting, representing, comparing, and performing operations with multidigit whole numbers, fractions, and decimals.

below 161

Use the picture to answer the question.

How many apples are there?

A. 4
✓**B.** 5
C. 6
D. 7

161–170

What number is 10 less than 46?

Move digits to the boxes to show your answer.

☐☐

0 1 2 3 4 5 6 7 8 9

171–180

Find the difference.

$$\begin{array}{r} 99 \\ -\ 56 \\ \hline \end{array}$$

A. 33
B. 34
✓**C.** 43
D. 44

181–190

Find the product.

$$\begin{array}{r} 60 \\ \times\ 5 \\ \hline \end{array}$$

A. 30
B. 35
✓**C.** 300
D. 305

191–200

Solve:

$\frac{5}{7} - \frac{3}{7} =$

✓**A.** $\frac{2}{7}$
B. $\frac{8}{7}$
C. 2
D. 7

201–210

Use the numeral to complete the table.

612,398

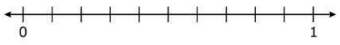
Move digits to the correct place value in the boxes.

Place Value	Number
tens	☐
hundreds	☐
ten thousands	☐
hundred thousands	☐

1 2 3 6 8 9

211–220

Move the fractions to the correct location on the number line.



• $\frac{4}{10}$ • $\frac{9}{10}$ • $\frac{6}{10}$

221–230

Move numbers to the boxes to show fractions that are equal to $\frac{1}{3}$.

$\frac{1}{3} = \frac{☐}{☐} = \frac{☐}{☐}$

2 3 4 5 6 7 8 9 10 11 12

MATHEMATICS 2–5 | OPERATIONS AND ALGEBRAIC THINKING

Operations and Algebraic Thinking

Students represent and solve problems involving the four operations, understand and apply properties of operations, generate and analyze patterns, and write and interpret numerical expressions.

below 161

Solve:

6 + 2 = ☐

A. 4
B. 7
✓**C.** 8
D. 9

161–170

Which number makes the number sentence true?

☐ + 7 = 13

A. 3
✓**B.** 6
C. 14
D. 20

171–180

Choose all the sets that show an odd number of basketballs.

A. 
B. 
C. 
D. 
E. 

181–190

Use the picture to answer the question.

Sonja and Kai share the toys equally. How many toys will they each have?

A. 1
B. 2
✓**C.** 4
D. 8

191–200

Which number sentence means 3 times as many as 12?

A. 12 ÷ 3 = 4
✓**B.** 3 x 12 = 36
C. 3 + 12 = 15
D. 3 x 4 = 12

201–210

Jorge wants to buy enough hot dog buns for 50 hot dogs. The buns come in packages of 8. He uses this number sentence to find the number of packages he will need.

50 ÷ 8 = 6 r2

What is the LEAST number of packages needed?

A. 6
✓**B.** 7
C. 8
D. 9

211–220

Which set contains all the factors of 20?

A. {2, 4, 5, 10}
B. {5, 10, 15, 20}
C. {1, 2, 4, 5, 8, 15}
✓**D.** {1, 2, 4, 5, 10, 20}

221–230

Solve the expression.

6 × (9 - 4) + (6 + 4) ÷ 2

A. 20
B. 30
✓**C.** 35
D. 38
E. 58

Mathematics 6+

map GROWTH

225

200

190

175

150

Understanding RIT Scores and the Reference Charts

MAP Growth tests produce scores that make it possible to monitor student growth from year to year along developmental scales. The charts that follow show examples of the kinds of work students do at various points along the MAP Growth RIT scale, assuming they have been exposed to content.

Question Difficulty and the RIT Scale

These charts demonstrate the relationship between question difficulty and our RIT scale:

- For any MAP Growth score, students will answer questions at or near that score correctly about half the time.
- Questions with lower RIT will be answered correctly more frequently.
- Questions of higher RIT will be answered correctly less frequently. More difficult questions will probably require new learning on the part of the student.

PLEASE NOTE

Each subject area has a unique alignment to the RIT scale. As a result, scores between subjects are not equivalent.

Test items in this booklet are sample items, and many have not been calibrated or field tested. For purposes of this document, RIT scale alignment is an approximation.

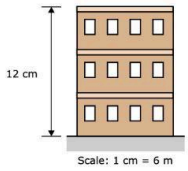
MATHEMATICS 6+ | GEOMETRY

Geometry

Students solve problems involving area, circumference, surface area, volume, and angle measure. Students understand congruence and similarity in terms of transformations and apply theorems involving properties of circles and right triangles.

201–210

Use the scale drawing of the building to answer the question.

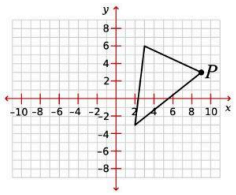


What is the actual height of the building?

A. 2 m
B. 6 m
✓**C.** 72 m
D. 144 m

211–220

Use the graph to answer the question.



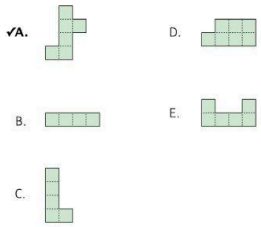
The triangle is reflected across the y-axis and then reflected across the x-axis. P' is the image of P after both reflections.

What are the coordinates of P''?

A. (-9, -9)
C. (-7, -9)
✓**B.** (-9, -3)
D. (-7, -3)

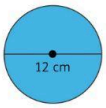
221–230

Which net can be folded along the dotted lines to make a closed cube?



231-240

The area, A, of the circle can be found using the formula $A = \pi r^2$, where r is the radius.

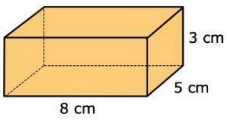


What is the approximate area of the circle? Use 3.14 for π.

A. 18.8 cm²
B. 37.7 cm²
✓**C.** 113.0 cm²
D. 452.2 cm²

241-250

Use the diagram to answer the question.

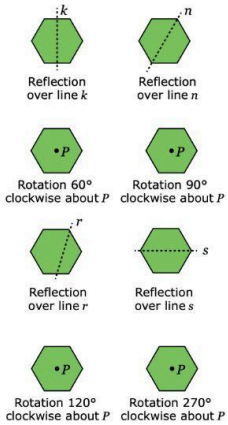


What is the surface area of this rectangular solid?

A. 79 cm²
B. 110 cm²
C. 120 cm²
D. 128 cm²
✓**E.** 158 cm²

above 250

Choose all the transformations that carry the regular hexagon onto itself.



MATHEMATICS 6+ | OPERATIONS AND ALGEBRAIC THINKING

Operations and Algebraic Thinking

Students apply and extend previous understandings of arithmetic to algebraic expressions, equations, and inequalities. Students model relationships between quantities using functions and compare, interpret, and build functions in different representations.

201–210

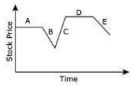
Simplify:

$5 + (2 + 3^2) - 1$

A. 12
✓**B.** 15
C. 17
D. 29

211–220

The graph shows the change in price of a stock over time.



Identify the time intervals for which the stock price increased, decreased, or remained constant.

Move the intervals to the appropriate column in the table.

Stock Price Increased	Stock Price Decreased	Stock Price Remained Constant

A B C D E

221–230

Solve:

$\frac{x}{4} - 31 = 108$

A. $x = 232$
B. $x = 401$
C. $x = 463$
✓**D.** $x = 556$

231-240

Move numbers into the boxes to represent 64 using an exponent.

□□ = 64

2 3 4 16 32 60

241-250

Use the system of equations to answer the question.

$2x + 2y = 6$
$y = x - 5$

What is the solution to the system of equations?

A. (1, 2)
B. (1, -4)
C. (2, 1)
✓**D.** (4, -1)

above 250

The length of a certain moon's orbit is approximately 1.5×10^{11} meters. The diameter of a certain star is approximately 1.5×10^{9} meters.

How many times greater is the distance of the moon's orbit compared to the diameter of the star? Enter the answer in the box.

_____ **times greater**

MATHEMATICS 6+ | THE REAL AND COMPLEX NUMBER SYSTEMS

The Real and Complex Number Systems

Students apply and extend previous understandings of operations to real and complex number systems by solving problems involving ratios, rates, proportions, rational numbers, irrational numbers, complex numbers, and the coordinate plane.

201–210

The sign shows the cost of a bag of apples at Hank's Fruit Stand.

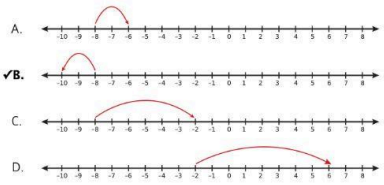
What is the unit price?

✓A. $0.85 per apple
B. $0.90 per apple
C. $1.10 per apple
D. $1.18 per apple

211–220

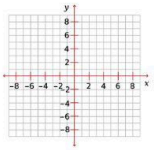
Which number line shows how to find the sum of -8 + (-2)?

A.
✓B.
C.
D.



221–230

Move the point to the coordinates (-5, 6).



231-240

Simone makes pies. She uses $3\frac{1}{2}$ pounds of bananas to make 12 servings of banana pie.

How many pounds of bananas does Simone need to make 48 servings of banana pie?

A. 4
B. 6
C. 10
✓D. 14

241-250

Move the numbers to the boxes to order them from least to greatest value.

least [ ], [ ], [ ], [ ], [ ] greatest

$12\frac{1}{3}$ 18.5 $\sqrt{51}$ 51.2 $\sqrt{225}$

above 250

Which is equivalent to $2 + 3\sqrt{-12}$?

A. $8i\sqrt{3}$
B. $-i\sqrt{12}$
C. $-4i\sqrt{12}$
✓D. $2 + 6i\sqrt{3}$
E. $2 - 3i\sqrt{12}$

MATHEMATICS 6+ | STATISTICS AND PROBABILITY

Statistics and Probability

Students summarize, represent, and interpret data, including measures of center and variability, and investigate patterns of association in bivariate data. Students understand and evaluate random processes and compute probabilities of events in a uniform probability model.

201–210

Ivan places these five blocks into a bag.

Ivan picks one block without looking.

What is the probability that the block Ivan picks has a number on it?

A. $\frac{1}{5}$

B. $\frac{1}{3}$

C. $\frac{2}{5}$

✓**D.** $\frac{3}{5}$

E. $\frac{2}{3}$

211–220

This list shows the number of points Julia scored in each of her last seven basketball games.

10, 14, 16, 12, 14, 14, 11

What is the mean number of points Julia scored?

A. 10

✓**B.** 13

C. 14

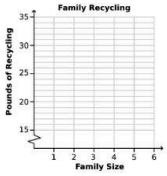
D. 16

221–230

The table shows family size and recycling information for several different families.

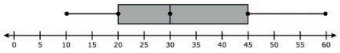
Move the points onto the graph to make a scatter plot of the data.

Family Size	Pounds of Recycling
3	19
4	22
2	22
5	32
3	28
3	18
5	34



231-240

Use the box plot to answer the question.



What is the median of the data?

A. 20

✓**B.** 30

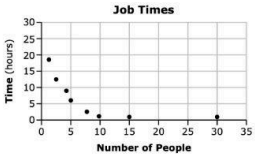
C. 32.5

D. 35

E. 45

241-250

The scatter plot shows data about the number of people who are working on a job and the amount of time needed to complete the job.



What type of relationship is shown between the number of people and time?

A. positive and linear

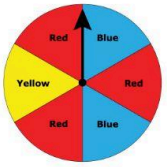
B. negative and linear

C. positive and nonlinear

✓**D.** negative and nonlinear

above 250

A student spins the spinner 50 times and records the results in the table.



Red	Blue	Yellow
28	12	10

Move symbols into the boxes to correctly complete the inequalities comparing the experimental probability and theoretical probability for each color.

Experimental *P* (Red) ☐ Theoretical *P* (Red)

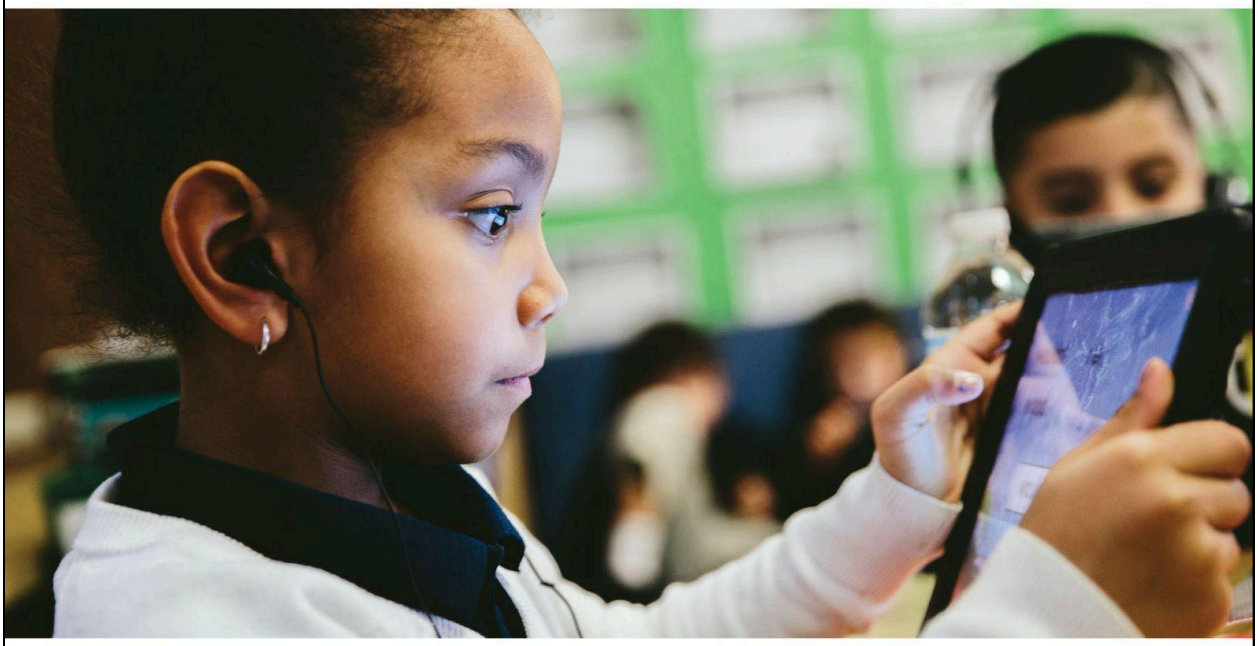
Experimental *P* (Blue) ☐ Theoretical *P* (Blue)

Experimental *P* (Yellow) ☐ Theoretical *P* (Yellow)

< = >

Reading K–2

map GROWTH



225
200
190
175
150

Understanding RIT Scores and the Reference Charts

MAP Growth tests produce scores that make it possible to monitor student growth from year to year along developmental scales. The charts that follow show examples of the kinds of work students do at various points along the MAP Growth RIT scale, assuming they have been exposed to content.

Question Difficulty and the RIT Scale

These charts demonstrate the relationship between question difficulty and our RIT scale:

- For any MAP Growth score, students will answer questions at or near that score correctly about half the time.
- Questions with lower RIT will be answered correctly more frequently.
- Questions of higher RIT will be answered correctly less frequently. More difficult questions will probably require new learning on the part of the student.

PLEASE NOTE

Each subject area has a unique alignment to the RIT scale. As a result, scores between subjects are not equivalent.

Test items in this booklet are sample items, and many have not been calibrated or field tested. For purposes of this document, RIT scale alignment is an approximation.

READING K–2 | FOUNDATIONAL SKILLS

Foundational Skills

Students understand the organization and basic features of print. They know and apply grade-level phonics and word analysis skills in decoding words. Students demonstrate understanding of spoken words, syllables, and sounds. They isolate, manipulate, and blend individual sounds to form words.

PLEASE NOTE

MAP Growth K-2 items have audio and sometimes little or no text on the screen.

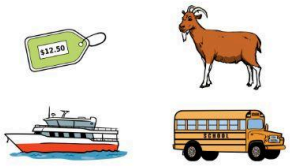
The example items present the visual of the item and we include text in the examples to show what the student hears when the text is absent from the screen.

below 131

(Audio only; text not on screen.)

Listen to the names of the pictures: tag, goat, boat, bus.

Choose the pictures that rhyme.



(Audio plays names of pictures when selected.)

131–140

(Audio only; the given letter N is the only text on screen.)

Look at the letter *N*.

Choose the picture that begins with the letter *N*.

Nn

(Audio plays names of pictures when selected: kite, dog, pie, net.)

141–150

(Audio only; text not on screen.)

Listen to the word: comb.

Which picture has the same beginning sound as "comb"?

(Audio plays names of pictures when selected: bug, cat, light, pan.)

151–160

Look at the sentence.

Which word has a capital letter?

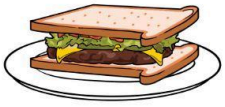
The tree is tall and green.

161–170

(Audio only; the answer options are the only text on screen.)

Listen to the word: sandwich.

Which letters make the ending sound in the word "sandwich"?



ph th sh ch

171–180

(Audio only; the answer options are the only text on screen.)

Listen to the word: coin.

Choose the word "coin."

cuin coin coan cown

181–190

(Audio only, the answer options are the only text on screen.)

What does <u>preview</u> mean?

not to view
to view poorly
to view again
to view before

above 191

(Audio only, the answer options are the only text on screen.)

Listen to the word: surprise.

Move the slash to divide the word into its syllables.

surprise

/

READING K–2 | LANGUAGE AND WRITING

Language and Writing

Students understand conventions of standard English capitalization, punctuation, and spelling. They know conventions of standard English grammar and usage. Students develop persuasive, informative, and narrative writing by planning, revising, editing, rewriting, and adding details.

PLEASE NOTE

MAP Growth K-2 items have audio and sometimes little or no text on the screen.

The example items present the visual of the item and we include text in the examples to show what the student hears when the text is absent from the screen.

below 131

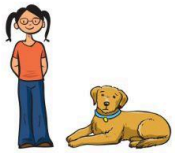
Look at the picture.

Put the apple on the table.

(Student can move apple on, under, above, or to either side.)

131–140

Look at the picture.



Where is the dog?

behind the girl
below the girl
next to the girl
on the girl

141–150

(Audio only; dictated sentences not on screen.)

Listen to the sentence: The boys are wet.

Move the words to the line to write the sentence.

_____.

are boys The wet

151–160

Look at the picture.

Use ALL the words to write a sentence about the picture.

_____.

a gets He book

161–170

Look at the sentence that has a mistake.

Which word should begin with a capital letter?

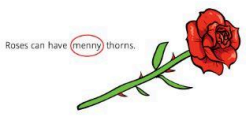
The class pet mouse is named marilyn.

171–180

(Audio only; text showing correct spelling is not on screen.)

Read the sentence that has a circled mistake.

The word "many" is not spelled correctly. Use the letters to spell the word "many" correctly.



_____

a e g i m n u w y

181–190

Read the draft that Aziz wrote.

I think my dog Rascal is nice. His fur is nice. When he licks my face, it is nice. When we play fetch, it is nice. He cuddles with me, and that is nice. Rascal is a nice pet.

What is the best way that Aziz can make the draft better?

He can make the story shorter.

He can use the word "nice" more.

He can make the sentences shorter.

He can use other words for the word "nice."

above 191

Read the sentences.

Put the sentences in the best order to make a paragraph.

When they finally got home, they made an apple pie.
Gabe was busy on Sunday afternoon.
First, his mom took him to the park.
At the grocery store, Gabe chose apples.
After the park, they went to the grocery store.

READING K–2 | LITERATURE AND INFORMATIONAL

Literature and Informational

Students understand what they read or hear read aloud. They make inferences, cite textual evidence, and determine central ideas, main topics, or themes. They identify and use various text features and determine or clarify the meaning of unknown words in context.

PLEASE NOTE

MAP Growth K-2 items have audio and sometimes little or no text on the screen.

The example items present the visual of the item and we include text in the examples to show what the student hears when the text is absent from the screen.

below 131

(This is a listening comprehension item. The passage is not presented here.)

Listen to the story.

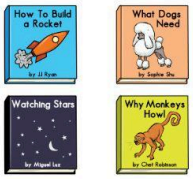
Which picture shows where the story takes place?

131–140

Look at the pictures.

Maureen wants to learn more about taking care of dogs.

Which book should Maureen read?



141–150

Look at the picture.

Why does the bus stop in this picture?

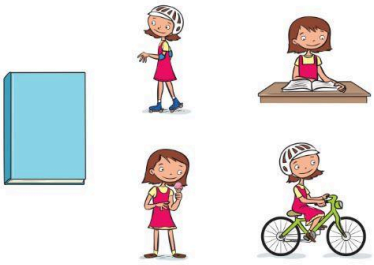
It is raining.
A bike is passing.
A train is passing.
The people want to ride.

151–160

(This is a listening comprehension item. The passage is not presented here.)

Listen to the story.

What does Jayna do before she eats breakfast?



161–170

Read the table of contents.

Which page has information about dogs?

171–180

Read the passage.

Choose ALL the sentences that are facts.

Skating is the best sport for kids.
Hockey is a team sport on skates.
In speed skating, racers try to finish first.
Figure skating is the most fun.

181–190

(Passage is not read aloud).

Read the passage.

Mr. Lee made lunch for his sons each day. Each son liked some foods best. The oldest son liked nuts and fruit. The middle son liked fruit and string cheese. The youngest son liked soup, fruit, and juice.

Which food did every son like?

juice | fruit | soup | nuts

above 191

(Passage is not read aloud).

Read the passage.

Birds go places other animals cannot. Robins build their nests high up in trees. There is a good reason for this. It is safer that way. Robins stay in their nests to protect their babies. But sometimes they must leave the safety of the nest. Robin parents need to find food like worms and berries. Leaving the baby robins would be dangerous if the nests were on the ground. Other animals could get to the baby birds. But since the nests are in trees, few animals can reach them. Baby robins are safer in trees than on the ground.

What is the main idea of the passage?

Birds go places other animals cannot.
Robins stay in their nests to protect their babies.
Baby robins are safer in trees than on the ground.
Robin parents need to find food like worms and berries.

READING K–2 | VOCABULARY USE AND FUNCTIONS

Vocabulary Use and Functions

Students determine the meaning of unknown and multiple-meaning words and phrases by using context clues and analyzing word parts. They understand figurative language and word relationships. Students use glossaries and beginning dictionaries to clarify word meanings.

PLEASE NOTE

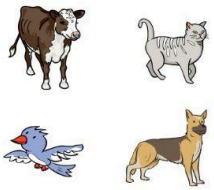
MAP Growth K-2 items have audio and sometimes little or no text on the screen.

The example items present the visual of the item and we include text in the examples to show what the student hears when the text is absent from the screen.

below 131

Look at the pictures.

Choose the picture of the bird.



131–140

Look at the pictures.

Choose the picture of the bathtub.

141–150

Look at the pictures.

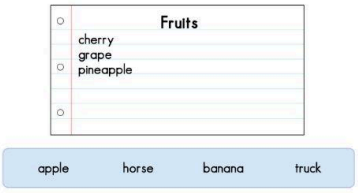
Choose the picture of something that melts.

(Audio plays names of pictures when selected: dog, ice, chair, boots.)

151–160

Look at the list of fruit.

Move ALL the words that are fruits to the paper to complete the list.



161–170

Listen to the sentence.

The boy jumped down the stairs.

Which word has an ending that means something happened in the past?

171–180

Listen to the passage.

Max looked out the window on the bus ride. For just a moment, he got a glimpse of the new toy store. Very soon, the bus had passed it, and the store was out of sight again.

What does the word glimpse mean in the passage?

- a new toy
- a quick look
- a bus stop
- a daydream

181–190

Listen to the sentence.

Jamal had a good time at his friend's party.

Which word shows that Jamal had more than just a good time at the party?

- quiet
- awful
- excellent
- boring

above 191

Which pair of words means the same thing?

- get – offer
- define – need
- require – get
- need – require

Reading

map GROWTH

225
200
190
175
150

Understanding RIT Scores and the Reference Charts

MAP Growth tests produce scores that make it possible to monitor student growth from year to year along developmental scales. The charts that follow show examples of the kinds of work students do at various points along the MAP Growth RIT scale, assuming they have been exposed to content.

Question Difficulty and the RIT Scale

These charts demonstrate the relationship between question difficulty and our RIT scale:

- For any MAP Growth score, students will answer questions at or near that score correctly about half the time.
- Questions with lower RIT will be answered correctly more frequently.
- Questions of higher RIT will be answered correctly less frequently. More difficult questions will probably require new learning on the part of the student.

PLEASE NOTE

Each subject area has a unique alignment to the RIT scale. As a result, scores between subjects are not equivalent.

Test items in this booklet are sample items, and many have not been calibrated or field tested. For purposes of this document, RIT scale alignment is an approximation.

READING | VOCABULARY: ACQUISITION AND USE

Vocabulary: Acquisition and Use

Students recognize and understand word relationships and structures. They use context clues and reference materials to decipher word meaning and nuance.

PLEASE NOTE Some passages have been truncated due to space considerations.

below 161

Read the words.

ball
doll
puzzle
top

To which group do these words belong?

1. animals
2. colors
3. places
✓ **4.** toys

161–170

Use the sentences and the glossary to answer the question.

Dinah and her sister went to the **market**. They saw many kinds of **produce**. Dinah wanted peas. Her sister wanted strawberries.

Glossary
market a place to sell food
produce fruits and vegetables

What is another kind of produce?

✓ **1.** apples
2. cookies
3. money
4. trees

171–180

Read the sentences.

Jackie couldn't believe how much fun she had on the field trip. She kept replaying the day's events in her mind on the bus ride back to school.

In the word replaying, what does the prefix re- mean?

1. after
✓ **2.** again
3. not
4. two

181–190

Read the paragraph and dictionary entries.

Mrs. Franz had just given her students a piece of clay the size of her hand. She told them to create something. *(Passage continues.)*

Dictionary

scuba (**skoo**-buh) *n.* equipment used to breathe underwater
scullery (**skuhl**-er-ee) *n.* a small room near the kitchen
sculpture (**skuhlp**-chur) *n.* an object created by carving or molding
scum (**skuhm**) *n.* a covering on the surface of a liquid

Based on the information in the paragraph, what is the meaning of the word sculpture?

1. slimy film
2. large pantry
✓ **3.** piece of art
4. swimming gear

191–200

Read the sentences.

Lightning _____ the trunk of the lilac tree.
I was _____ by the beauty of the sunset.

Which word can be used in both sentences?

1. bent
2. flashed
✓ **3.** struck
4. surprised

201–210

Which set of words all have the same root word?

1. extra, relax, index
2. contain, restrain, plain
3. here, everywhere, there
✓ **4.** knowledge, unknown, knowing

211–220

Read the sentence.

Although the storm outside was ferocious, Nate left the comfort of the cabin and trudged toward home.

Which word best matches the connotative meaning of ferocious as it is used in the sentence?

1. barbaric
2. inhuman
✓ **3.** intense
4. untamed

221–230

Read the sentence and dictionary entry.

The lives saved when the volcano exploded vindicated the expensive early warning system.

Dictionary

vindicate (**vin**-di-keyt) *v.*
1. to free from an accusation
2. to justify based on evidence
3. to defend against opposition
4. to claim for oneself or for someone else

Which definition of vindicate is used in the sentence?

1. definition 1
✓ **2.** definition 2
3. definition 3
4. definition 4

above 230

Based on an understanding of Latin roots, what is the meaning of ambidextrous?

1. walks quickly
2. before the flood
3. lives on land and in water
✓ **4.** can use both hands equally well

READING | INFORMATIONAL TEXT: KEY IDEAS AND DETAILS

Informational Text: Key Ideas and Details

Students read and comprehend informational texts, making inferences and predictions, drawing conclusions, and citing textual support. They determine the central idea, analyze the development of arguments, and summarize.

PLEASE NOTE Some passages have been truncated due to space considerations.

below 161

Read the passage.

Many kinds of dogs live in the world. Some have been around for a long time.
(Passage continues.)

What do Mudis like?

1. other dogs
2. sleeping all day
3. living in the city
✓ **4.** having work to do

161–170

Read the directions.

Making mud pies is fun. Find some nice sticky mud. Shape it into little pies. Set the pies in the warm sun to dry.

What type of day is needed to make mud pies?

✓ **1.** a sunny day
2. a rainy day
3. a snowy day
4. a cloudy day

171–180

Read the paragraph.

A hen lays about one egg a day. A chick takes three weeks to be born from an egg.
(Passage continues.)

When do chicks start peeping?

1. after one week
2. after two weeks
✓ **3.** after three weeks
4. after four weeks

181–190

Read the passages.

Passage 1

Cotton is a type of plant. The cotton plant grows from seeds. Then the plants grow flowers. After the flowers fall off, green pods—or bolls—are left. The bolls dry out in the sun. They burst open. White fluffy cotton pops out.

Passage 2

Cotton is a soft cloth that comes from a plant. White bolls of cotton are washed and stretched into long strings. The strings are twisted together to make a thread. *(Passage continues.)*

What are both passages about?

1. clothes
✓ **2.** cotton
3. flowers
4. plants

191–200

Read the paragraph.

Weasels are hunters. They prey on mice, rats, insects, and birds. They will attack larger animals such as rabbits and chickens, too.
(Passage continues.)

What does the weasel do when it gets more food than it needs?

1. It eats until it is sick.
✓ **2.** It stores the food for later.
3. It lets the food go to waste.
4. It shares the food with others.

201–210

Read the paragraph.

Platinum is a silver-white metal that is even more valuable than gold. It will not corrode or tarnish as many metals do when exposed to air. It can be used as a catalyst* in processes that change harmful pollutants into nonpollutants.
(Passage continues.)

*catalyst: a substance that can speed up or bring about a chemical reaction without being affected itself

According to the passage, why is platinum valued by jewelers?

1. It is rarer than gold.
✓ **2.** It is good for gem settings.
3. It can be used as a catalyst.
4. It is produced in many countries.

211–220

Read the passage.

Benjamin Franklin: More than a Writer

Many people today use bifocals, eyeglasses that aid people's vision for objects both near and far away. Some people use cast-iron wood-burning stoves to heat their homes. *(Passage continues.)*

Which aspect of the passage best supports the idea that Franklin was a creative visionary?

1. the danger associated with Franklin's famous kite-flying experiment
2. the mention of Franklin's role in writing the Declaration of Independence
✓ **3.** the example of the wide range of inventions that Franklin developed
4. the similarities between today's bifocals and the bifocals that Franklin invented

221–230

Read the passage.

We observe today not a victory of party but a celebration of freedom—symbolizing an end as well as a beginning—signifying renewal as well as change. For I have sworn before you and Almighty God the same solemn oath our forbears prescribed nearly a century and three-quarters ago. *(Passage continues.)*

(from "Inaugural Address" by John F. Kennedy)

Which statement best expresses the main idea of the passage?

1. Well-equipped armies will fight to defend freedom.
2. Global alliances are the key to freedom for all people.
✓ **3.** The responsibilities of freedom rest with the individual.
4. The past generations have secured freedom for the future.

above 230

Read the passage.

The efficiency of a book is like that of a man, in one important respect: its attitude toward its subject is the first source of its power. A book may be full of good ideas well expressed, but if its writer views his subject from the wrong angle even his excellent advice may prove to be ineffective. *(Passage continues.)*

(from The Art of Public Speaking by J. Berg Esenwein and Dale Carnegie)

Which conclusion about becoming an effective speaker can be drawn from the passage?

1. Effective speaking is the result of study followed by earnest practice.
2. Effective speaking requires training in and adherence to a specific set of rules.
✓ **3.** Effective speaking requires self-discipline and personal conviction about the topic.
4. Effective speaking is the result of practicing the speeches and styles of noted speakers.

READING | INFORMATIONAL TEXT: LANGUAGE, CRAFT, STRUCTURE

Informational Text: Language, Craft, Structure

Students analyze the structure of informational texts, evaluating texts for bias and for the quality of claims and evidence. They evaluate the author's craft, determining the author's point of view and purpose.

PLEASE NOTE Some passages have been truncated due to space considerations.

below 161

Read the chart.

Favorite Sports			
Baseball	**Basketball**	**Soccer**	**Swimming**
Neha Max Jessica	Samuel	Javier Sarah Brandon Codey	Addison Julia

Which sport do the most children like?

✓**1.** soccer
2. baseball
3. basketball
4. swimming

161–170

Read the chart.

Music	Piano	Drum	Bass	Guitar
Jazz	X	X	X	
Pop	X	X		X
Rock		X	X	X
Country		X	X	X

Which two types of music have the most instruments in common?

1. jazz and pop
2. pop and rock
3. country and jazz
✓**4.** country and rock

171–180

Read the passage.

The best place to go on vacation is Florida. There are beautiful beaches, large hotels, good restaurants, and interesting shops. *(Passage continues.)*

What is the author's opinion of Florida?

1. Florida has no variety.
2. The weather is too hot.
✓**3.** Florida is a great place to visit.
4. Only boaters will enjoy Florida.

181–190

Read the passage.

[1] One of the most famous bad guys in history was Robin Hood. [2] People think he lived in England and hid in the forest with his friends. *(Passage continues.)*

Which sentence reveals the author's opinion of Robin Hood?

1. sentence 2
2. sentence 3
3. sentence 4
✓**4.** sentence 5

191–200

Read the passage.

There are many differences between the ancient Olympics and the games of today. In ancient times, the games were held only during the summer, but today the games are held during summer and winter. *(Passage continues.)*

Which organizational structure is used in this passage?

1. cause and effect
2. sequence of events
3. order of importance
✓**4.** compare and contrast

201–210

Read the passages.

Review 1

Happy Birthday, Maudie is a delightful movie. The characters are believable, and the plot is a tender love story. *(Passage continues.)*

Review 2

Don't bother to see Happy Birthday, Maudie. It's a sappy movie about a girl who lets everyone push her around. *(Passage continues.)*

Based on the descriptions in the two reviews, on which topic are the two reviewers most likely to agree?

1. the quality of the plot
✓**2.** the details of the setting
3. the overall quality of the movie
4. the main character's personality

211–220

Read the passage.

A Unique Creature: The Thorny Devil

The thorny devil is a very interesting and unusual creature. From its name, one might guess that it is large and scary. *(Passage continues.)*

Which explanation is the most likely reason the author includes a chapter heading in this passage?

1. to explain background information about the subject
✓**2.** to provide an idea of what the selection will be about
3. to present information about key vocabulary terms
4. to supply reasons why this is an interesting subject

221–230

Read the report excerpt.

Over the last century, the amount of precipitation has increased significantly across eastern parts of North America. *(Passage continues.)*

(from "Adaptation Options for Climate-Sensitive Ecosystems and Resources" by the U.S. Environmental Protection Agency)

Which feature of this text most assures the validity of the information?

1. the vocabulary
2. the author's tone
✓**3.** the use of citations
4. the use of percents

above 230

Read the text written by a company that organizes scientific research into a database.

Our Mission: Our database of more than 3,000 articles of documented investigations is an easy-to-use tool for scientific research. Users may look for a general topic or narrow their search through the use of three topic code parameters. *(Passage continues.)*

Topic Code Parameters	Description
Social Context	Who conducted the research? Where was it conducted?
Method	How was the research conducted? What procedures were used?
Findings	What was observed? What results were achieved?

How does the chart complement the text?

1. It summarizes the text.
✓**2.** It provides detail not in the text.
3. It serves to contrast information in the text.
4. It provides a transition between the two parts of the text.

READING | LITERARY TEXT: LANGUAGE, CRAFT, STRUCTURE

Literary Text: Language, Craft, Structure

Students analyze the structure of literary texts and evaluate the author's craft and purpose. They interpret figurative language and analyze literary devices.

PLEASE NOTE Some passages have been truncated due to space considerations.

below 161

Read the story.

Maria ate a big bowl of cereal. After breakfast, Maria put her book in her backpack. *(Passage continues.)*

What does Maria do first?

1. She puts on her coat.
2. ✓ She eats her breakfast.
3. She walks to the bus stop.
4. She puts her book in her backpack.

161–170

Read the poem.

The Movie

The movie theater
is cool and dark.
I can't wait
for the movie to start. *(Poem continues.)*

Which word tells how the theater sounds?

1. cool
2. dark
3. ✓ loud
4. soft

171–180

Read the passage.

Dave and Mike had a great time sledding. They pulled their sleds up the big hill and went down face first. *(Passage continues.)*

What do Mike and Dave do right after playing outside?

1. They race down the hill.
2. They fall asleep on the couch.
3. ✓ They have grilled cheese and soup.
4. They pull their sleds up the big hill.

181–190

Read the passage.

Scott opened his eyes and looked at the clock. He pulled the blankets over his head to keep the sun out. He yawned and closed his eyes. He just wanted to go back to sleep.

What does the author's description tell the reader about Scott?

1. He is lazy.
2. ✓ He is tired.
3. He is scared.
4. He is hungry.

191–200

Read the passage.

Laura's teacher asked to see the science project. "But Mrs. Thompson, I forgot it was due today!" Laura said. Then Laura asked if she could call her mom. "Mom, can you bring my science project to school? It's due today!" She listened to her mother for a moment. *(Passage continues.)*

How do readers learn about Laura?

1. from what Laura looks like
2. from what other characters say
3. ✓ from what Laura says to others
4. from descriptions of Laura's feelings

201–210

Read the passage.

The clouds lifted, and the pilot sighted the tower of The City Airport. He had already radioed ahead that he was arriving. *(Passage continues.)*

What is the best title for this passage?

1. A Pilot's Life
2. ✓ A Safe Landing
3. The City Airport
4. One Cloudy Night

211–220

Read the passage.

Many years ago, a young man named Takoda decided to go on foot to Dark Mountain, a three-day journey from his village. Two days into his journey, he paused for nourishment in a narrow valley. *(Passage continues.)*

How does the setting contribute to Takoda's main problem in the story?

1. He is unable to see clearly through dust from the valley floor.
2. He is unable to find shelter from threatening weather on the valley floor.
3. The valley does not provide him with the nourishment he needs for his journey.
4. ✓ The valley does not provide him with an easy way to avoid the buffalo stampede.

221–230

Read the poem.

It sifts from leaden sieves,
It powders all the wood,
It fills with alabaster wool
The wrinkles of the road. *(Poem continues.)*
(from "The Snow" by Emily Dickinson)

How does the use of alliteration in line 13 build meaning in the poem?

1. It highlights the eeriness of the snow's frosty appearance.
2. It emphasizes the images of destruction caused by the snow.
3. ✓ It accentuates the completeness of the snow's coverage, layer by layer.
4. It contrasts the quietness of the fallen snow with the sounds of harvest.

above 230

Read the poem.

Hope is the thing with feathers
That perches in the soul,
And sings the tune without the words,
And never stops at all, *(Poem continues.)*
(from "Hope" by Emily Dickinson)

Which statement best expresses the meaning of the extended metaphor that compares hope to a bird throughout the poem?

1. ✓ Hope is a constant presence and gives people comfort.
2. Hope flies away like a bird during storms and difficult times.
3. Hope is demanding, like a bird that constantly needs to be cared for.
4. Hope tries to sing songs that are uplifting but forgets the words to them.

READING | LITERARY TEXT: KEY IDEAS AND DETAILS

Literary Text: Key Ideas and Details

Students read and comprehend literary texts, make inferences and predictions, and draw conclusions. They determine key ideas, analyze the development of themes and ideas, and summarize.

PLEASE NOTE Some passages have been truncated due to space considerations.

below 161

Read the story.

Mother was ready. She had streamers and balloons. She baked a cake. She invited Sandy's friends. She asked them not to tell Sandy. Sandy would come home from school. Her friends would shout when she turned on the lights!

What is Sandy's mother planning?

1. Sandy's first day at school
2. a picnic in the backyard
3. ✓ **3.** Sandy's surprise party
4. a trip to the bakery

161–170

Read the passage.

I can't wait for winter vacation to start! Every day feels like a holiday! I love to have snowball fights with my friends and make snowmen in the yard. *(Passage continues.)*

Which word <u>best</u> describes how the author feels about winter vacation?

1. calm
2. ✓ **2.** excited
3. nervous
4. tired

171–180

Read the paragraph.

Gordon loves to visit his aunt and uncle in Vermont. He goes up every summer to visit them. They live on a houseboat on the lake. *(Passage continues.)*

What does Gordon like to do best?

1. swim in the lake
2. fish for perch and trout
3. read books on the boat deck
4. ✓ **4.** steer the boat around the lake

181–190

Read the passage.

The wind whipped the tops of the trees so they looked like they were dancing. Clouds raced across the sky. Leaves and bits of paper swirled around. *(Passage continues.)*

Which sentence <u>best</u> tells what the story is about?

1. ✓ **1.** There is a big rainstorm coming.
2. They are having fun in the snow.
3. There is a double rainbow in the sky.
4. They are cleaning up after a big storm.

191–200

Read the passage.

Molly stared out the bus window with blank eyes. Next to her, a woman pulled herself up. She got off at the next stop. Molly looked over and saw that the woman had left something on the seat. *(Passage continues.)*

What was Molly's first reaction when she picked up the wallet?

1. to look at the pictures
2. to call after the woman
3. to stare out the bus window
4. ✓ **4.** to turn it in to the bus driver

201–210

Read the passage.

Celina's eye glanced around in disgust. Everywhere she looked there was trash. A crushed aluminum soda can discarded over here. An empty crumpled-up chip bag tossed over there. It made her red with rage. Celina finally took a deep breath and slowly trudged into the grocery store.

"Hey, Celina, what's wrong?" the owner of the store, Mrs. Jones, asked. *(Passage continues.)*

Which is the <u>most</u> likely theme of this passage?

1. Kids are usually very smart.
2. It is better to follow than lead.
3. People litter without knowing it.
4. ✓ **4.** Everyone can make a difference.

211–220

Read the passage.

He lived on the bank of a mighty river, broad and deep, which was always silently rolling on to a vast undiscovered ocean. It had rolled on, ever since the world began. It had changed its course sometimes, and turned into new channels, leaving its old ways dry and barren. *(Passage continues.)*

(from "Nobody's Story" by Charles Dickens)

What is a central idea of this passage?

1. It is hard to swim against the tide.
2. The river supports life on its banks.
3. Earth will continue to circle around the Sun.
4. ✓ **4.** The flow of the river to the ocean is unchanging.

221–230

Read the passage.

Bernadou clung to his home with a dogged devotion. He would not go from it to fight unless compelled, but for it he would have fought like a lion. *(Passage continues.)*

(from "A Leaf in the Storm" by Marie Louise de la Rameé)

Based on the passage, which statement about Bernadou is <u>most</u> likely true?

1. Bernadou had traveled to the capital of his country many times.
2. Bernadou was a drifter, never spending much time in any one place.
3. ✓ **3.** Bernadou would fight with loyalty and fierceness for any good cause.
4. Bernadou felt a strong connection to his hometown, but not his country.

above 230

Read the passage.

Elizabeth Bennet had been obliged, by the scarcity of gentlemen, to sit down for two dances; and during part of that time, Mr. Darcy had been standing near. *(Passage continues.)*

(from <u>Pride and Prejudice</u> by Jane Austen)

How is Elizabeth Bennet influenced by the dialogue between Mr. Darcy and Mr. Bingley?

1. Because Elizabeth overhears Mr. Darcy's insulting comments, she insists on sitting alone rather than dance with him.
2. Elizabeth discovers that Mr. Darcy's refusal to dance is due to his shy nature and forgives his behavior.
3. ✓ **3.** Despite believing that Mr. Darcy is impolite and self-important, Elizabeth maintains an upbeat attitude.
4. Elizabeth develops a new, playful sense of humor around Mr. Darcy to draw him out of his foul mood.

World-Class Instructional Design and Assessment

World-class Instructional Design and Assessment (WIDA)

- The WIDA, or World-Class Instructional Design and Assessment, is a series of English language proficiency assessments. It's designed to measure the progress of students who are learning English as a second language (ESL students).
- The WIDA test suite includes several assessments, but the most commonly used ones are the ACCESS for ELLs (English Language Learners) and the W-APT (WIDA-ACCESS Placement Test). Lyon County School District currently uses the ACCESS for ELL assessment
- ACCESS for ELLs is an annual summative assessment that measures students' English language proficiency in four domains: Listening, Speaking, Reading, and Writing.
- Scores range from 1.0-6.0. A score below 5.0 generally indicates the student is in need of English language support, while a score of 5.0 or above signifies the student is English proficient. In the State of Nevada, a student must score a 4.5 to be considered language proficient.
- Practice Assessment

Career and Technical Education

Career and Technical Education Overview:

- Career and Technical Education (CTE) certifications are vocational qualifications that students can earn while still in high school. They're designed to provide students with the skills and knowledge necessary for specific jobs or industries.

- The exact certifications available can vary widely from school to school, but they often include areas like health care, information technology, construction trades, culinary arts, and automotive technology, among others.

- Earning a CTE certification can give students a head start in their chosen field, allowing them to jump straight into work after high school or giving them a leg up in post-secondary technical education programs.

- Additionally, CTE programs can often provide valuable real-world experience through internships, apprenticeships, or hands-on projects. They can also help students make more informed decisions about their career paths.

- Workplace Readiness Skill Practice Test

- **Resources**
    - Sample Assessment
        - Go to http://www.techfluency.org/esess/
            - Make the following entries into the four blanks:
                - Organization: Nevada CTE
                - First Name: sample
                - Last Name: sample
                - Password: sample

- **APPENDIX**
    - **5.1 -** 2022/2023 CTE Data

iReady

iReady - Diagnostic

- iReady Diagnostic is an adaptive assessment tool designed to provide teachers with insights into a student's academic skills, identify areas where they're struggling, and measure growth throughout the school year.
    - Here's a quick summary:
        - Adaptive: The test adjusts its difficulty based on the student's performance, making it personalized.
        - Insights: It provides detailed reports on students' skills in reading and math, identifying both strengths and weaknesses.
        - Progress Monitoring: It allows teachers to track student growth over time, helping in evaluating the effectiveness of teaching strategies.
        - Personalized Instruction: Based on the diagnostic results, iReady offers personalized learning paths for each student to address their skill gaps.
    - What is iReady?
    - iReady Diagnostic Report Explanation
    - Reviewing Diagnostic Data

Historical Data

Nevada Report Card Data

2023/2024 Nevada Report Card Data										
		ELA Proficiency			Math Proficiency			Grad Rate	Absenteeism	Per Pupil Spend.
	Total Enrollment	ELEM.	MID	HIGH	ELEM.	MID	HIGH			
State	479,578	42.8	39.1	45.2	38	26.8	19.4	81.39	25.9	
Lyon	9,057	31.6	26.5	27.2	27.9	19.8	9.5	86.4	38.5	
Carson	7,484	38.5	35.9	40.1	33	23.8	17.9	80.56	27.6	
Churchill	3,283	33.3	25.9	37.6	28.5	11.8	13,6	84.16	31.1	
Clark	304,568	42.2	37.8	46.6	36.7	24.9	19.4	81.5	31.3	
Douglas	5,032	46	36.4	46.1	40.3	27.8	25.3	86.1	20.5	
Elko	9,888	35	29.1	37.8	31.5	19.4	12.2	83.52	31.8	
Esmeralda	89	<5	20	33.3	<5	10.5	33.3	-	42.9	
Eureka	325	64.1	50	48.4	47.8	32.7	32.3	>95%	24.1	
Humboldt	3,349	34	36.3	41.8	32.3	24.2	21	93.72	31.3	
Lander	1,077	28.2	25.3	47.6	21.5	11.9	23.8	90.91	36.5	
Lincoln	959	49.7	48.5	30.7	51.6	38	7.2	>95	22	
Mineral	594	23.7	21.5	37.9	17.8	7.5	10.3	74.29	36.3	
Nye	5,657	33.8	39	31.2	26.2	18.5	6.6	80	28.3	
Pershing	657	20.5	28.4	33.3	20.2	13.6	5.4	>95	19.5	
Charter	61,883	54.6	54.2	55.7	51.2	39.8	24.1	83.82	21.1	
Storey	400	56.8	39.5	51.4	47.7	25	25.7	>95	29.2	
Washoe	63,777	44.7	38.9	43.3	40.2	28.7	23.6	81.42	28.1	

White Pine	1282	27.5	32.1	24.5	31.9	28	8.4	87.37	28.3	

Source: http://nevadareportcard.nv.gov/DI/nv/2023

2022/2023 Nevada Report Card Data

	ELA Proficiency			Math Proficiency			Grad Rate	Absenteeism	Per Pupil Spend.
	ELEM.	MIDDLE	HIGH	ELEM.	MIDDLE	HIGH			
State	40.7	40.7	45.5	31.1	31.1	19.6	81.72	34.9	$11,300
Lyon	30.8	26.6	33.5	29.4	17.9	10.4	84.57	38.1	$12,419
Carson	41.4	35.4	43.4	37.4	27.6	20.1	83.42	28.8	$12,195
Churchill	32.7	30.9	48.8	27.7	15.6	19	79.75	33.1	$12,278
Clark	40.6	38.3	46	33.6	23.8	19.4	81.31	38.3	$11,624
Douglas	50	43.6	46.7	40.6	27.7	26.6	84.07	24.3	$12,882
Elko	37	33.2	38.7	32.4	20.6	16.9	80.43	34.3	$13,007
Esmeralda	12.5	29.4	50	20	11.1	<5%	-	36.5	$37,519
Eureka	63	35.5	45.4	62	37.2	31.8	>95%	25.7	$32,137
Humboldt	32.2	39.2	36.5	33.1	28.9	11	94.34	34.7	$14,547
Lander	36	14.6	53.3	24.6	10.3	6.4	85.53	39.2	$15,300
Lincoln	51.4	45.1	45.5	52.6	26.1	22.8	>95%	23.5	$18,148
Mineral	25.2	16.4	24.3	11.9	<5%	<5%	65.71	37.3	$16,979
Nye	32.1	30.7	33.7	26.2	21.8	8.2	80.66	35.2	$14,356
Pershing	35.3	28.4	43.2	18.6	10.4	15.3	>95%	20.8	$16,532
Public Charter	54.6	53.4	54	52	38.5	25.7	86.07	23	$7,897
Storey	44.4	44.4	60	48.7	28.8	24	88.24	35.8	$20,772
Washoe	43.3	39.9	45.6	40.2	27.7	22	84.36	31	$10,827

White Pine	23.1	31.4	36.6	27.1	29.7	23.6	89.77	32.2	$16,116

Source: http://nevadareportcard.nv.gov/DI/nv/2023

2021/2022 Nevada Report Card Data									
	ELA Proficiency			Math Proficiency			Grad Rate	Absenteeism	Per Pupil Spend.
	ELEM.	MIDDLE	HIGH	ELEM.	MIDDLE	HIGH			
State	44.1	45.1	45.7	36	25.6	21.2	81.3	36	$10,112
Lyon	36.2	31.9	36.3	33	19.3	15.2	87.98	39.2	$11,284
Carson	43.9	46.9	42	40.3	29.2	17.8	85.71	33	$11,505
Churchill	38.6	36.7	44.7	31.7	16.5	16.2	79.91	29	$11,599
Clark	41.1	41.9	44	31.4	22.2	19.7	80.94	40.6	$10,178
Douglas	51.1	45.5	52.5	43	28.3	25.8	84.53	22.6	$12,242
Elko	38.6	37.2	39.7	32.6	18.2	17.3	79.7	42	$12,134
Esmeralda	5.2	28.5	25	26.3	10.7	25		39.5	$29,329
Eureka	60.9	63	70.5	52.3	34.7	35.2	73.33	27.2	$34,593
Humboldt	36.8	42.5	36.6	31.7	27.4	11.1	94.23	47.8	$14,273
Lander	33.8	29.1	36.6	29.8	12	<5	66.67	36.4	$13,733
Lincoln	48.3	53.3	40.6	53.2	35.3	26.6	>95	13.9	$18,297
Mineral	38	18.5	<5	16.7	9	<5	88.89	44.9	$15,781
Nye	34.6	35.2	34.9	25.9	18.4	9.3	83.09	37.8	$12,856
Pershing	33.5	38.8	30.2	20.2	13.6	11.6	94.12	27.1	$17,534
Public Charter	55.4	57.3	54.3	49.2	36.5	25.2	86.89	21.8	$7,243
Storey	39.2	51.5	61.3	44	29.8	34	>95	40.5	$17,108
Washoe	45.9	45.3	50.1	40.1	27.7	26.6	82.48	25.5	$10,220
White Pine	29.6	41.8	36.5	25.9	26.8	13	83.76	38.4	$15,413

Nevada Assessment Types

		ELA Proficency			Math Proficency			Grad Rate	9-12	3-8
		ELEM.	MIDDLE	HIGH	ELEM.	MIDDLE	HIGH			
2023-24	State	42.8	39.1	45.2	38	26.8	19.4	81.39	ACT	SBAC
	Lyon	31.6	26.5	27.2	27.9	19.8	9.5	86.41		
2022-23	State	40.7	40.7	45.5	31.1	31.1	19.6	81.72		
	Lyon	30.8	26.6	33.5	29.4	17.9	10.4	84.57		
2021-22	State	44.1	45.1	45.7	36	25.6	21.2	81.31		
	Lyon	36.2	31.9	36.3	33	19.3	15.2	87.98		
2020-21	State	40.3	43.6	46.8	28.7	24.2	22.6	82.57		
	Lyon	34.3	34.9	36.1	24.5	18.1	18.8	86.58		
2019-20	State							84.1		
	Lyon							86.46		
2018-19	State	50.3	48.9	47.6	43.8	33.2	26.3	83.16		
	Lyon	42.1	42	43.3	36.7	30	24.9	19.4		
2017-18	State	50.1	47.8	45.6	43.4	32.4	26.3	80.85		
	Lyon	44.2	41.3	44.4	40.3	30.6	29.1	83.59		
2016-17	State	48.6	47	See EOC	42.1	26.9	See EOC	73.55	EOC	
	Lyon	45	41.5	See EOC	40.9	29.7	See EOC	81.3		
2015-16	State	47.9	45.27	See EOC	38.37	25.7	See EOC	71.3		
	Lyon	48.3	47.1	See EOC	40.6	36.9	See EOC	82.4		
2014-15	State			82			76.4	71.3	HSP	CRT
	Lyon			85.5			80.6	74.7		

2013-14	State			77.5			77.5	69.8	E	
	Lyon			81.7			79	79.3		

		Group	Year	Number Enrolled	Number Tested	% Proficient	% Above Target	Level 1	Level 2	Level 3	Level 4
EOC	ELA I	State	2015-2016	22065	22065	68.7	TBD	31.3	28.7	24.6	15.4
		Lyon	2015-2016	576	532	76.5	TBD	23.5	34.6	26.5	15.4
		State	2016-2017	28892	28892	68.2	TBD	31.8	23.3	24.5	20.4
		Lyon	2016-2017	547	521	78.5	TBD	21.5	24.8	30.5	23.2
	ELA II	State	2015-2016	19110	19110	69.5	TBD	30.5	26.6	34.5	8.4
		Lyon	2015-2016	577	531	80.8	TBD	19.2	33.9	41.8	5.1
		State	2016-2017	36716	36716	72.3	TBD	27.7	23.2	33.1	16
		Lyon	2016-2017	613	589	78.4	TBD	21.6	26.7	39.4	12.4
	ELA III	State	2015-2016	19110	19110	69.5	TBD	30.5	26.6	34.5	8.4
		Lyon	2015-2016	577	531	80.8	TBD	19.2	33.9	41.8	5.1
		State	2016-2017	36716	36716	72.3	TBD	27.7	23.2	33.1	16
		Lyon	2016-2017	613	589	78.4	TBD	21.6	26.7	39.4	12.4
	MATH I	State	2015-2016	38214	38214	73.8	TBD	26.2	39.8	26.6	7.3
		Lyon	2015-2016	566	516	80.8	TBD	19.2	39.3	35.1	6.4
		State	2016-2017	46262	46262	74	TBD	26	40.7	25.7	7.6
		Lyon	2016-2017	798	764	82.2	TBD	17.8	42.1	32.3	7.7
	MATH II	State	2015-2016	32818	32818	33	TBD	67	14.3	11.8	6.9

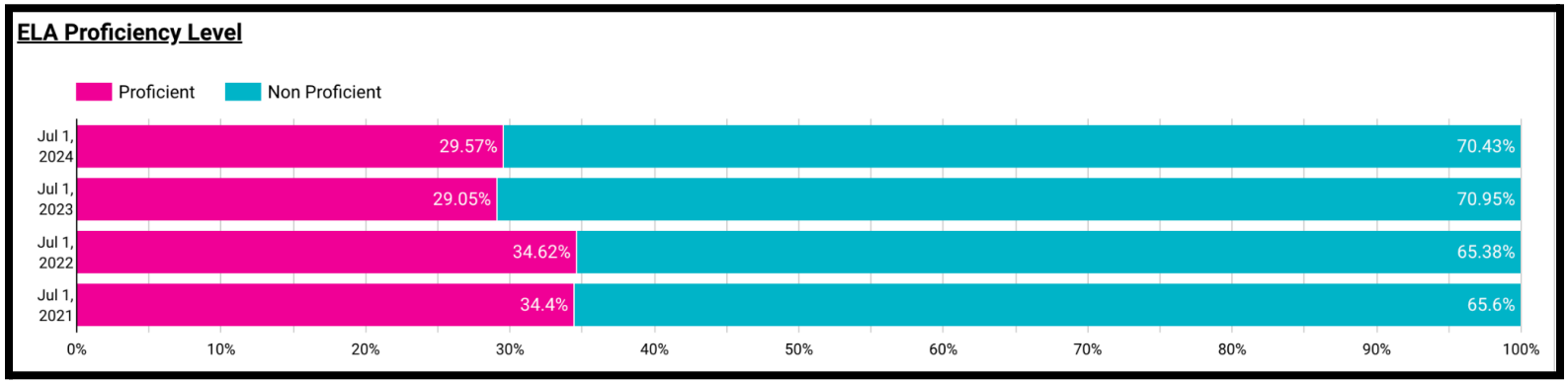
		Lyon	2015-2016	562	537	33.7	TBD	66.3	19.4	10.2	4.1
		State	2016-2017	37665	37665	40.5	TBD	59.5	15.1	16.8	8.6
		Lyon	2016-2017	570	536	46.3	TBD	53.7	18.5	20.1	7.6

Current Data

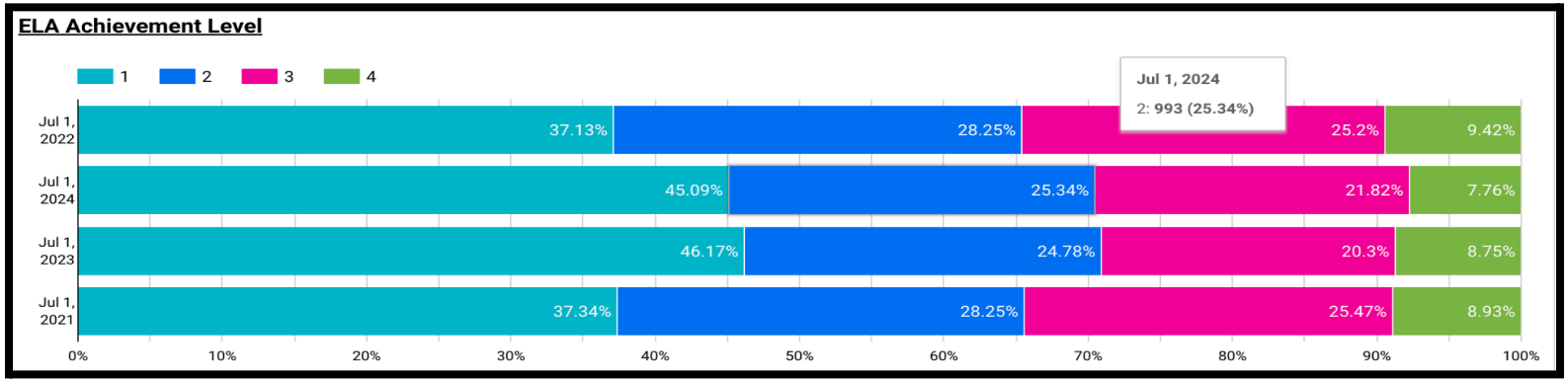
Smarter Balanced Assessment Consortium

English Language Arts Assessment Data

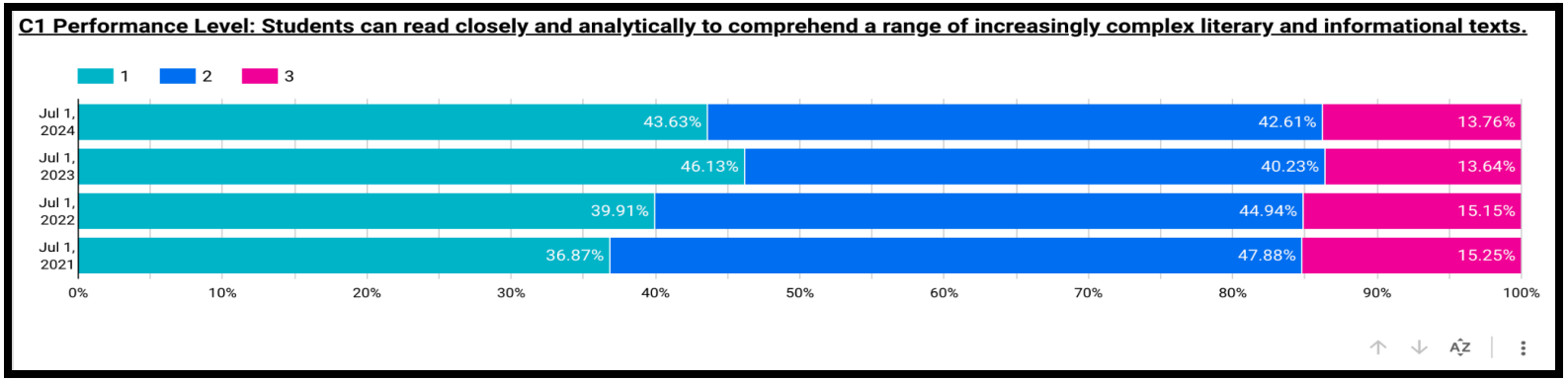
– The Number of Proficient Students in English Language Arts Over Time:



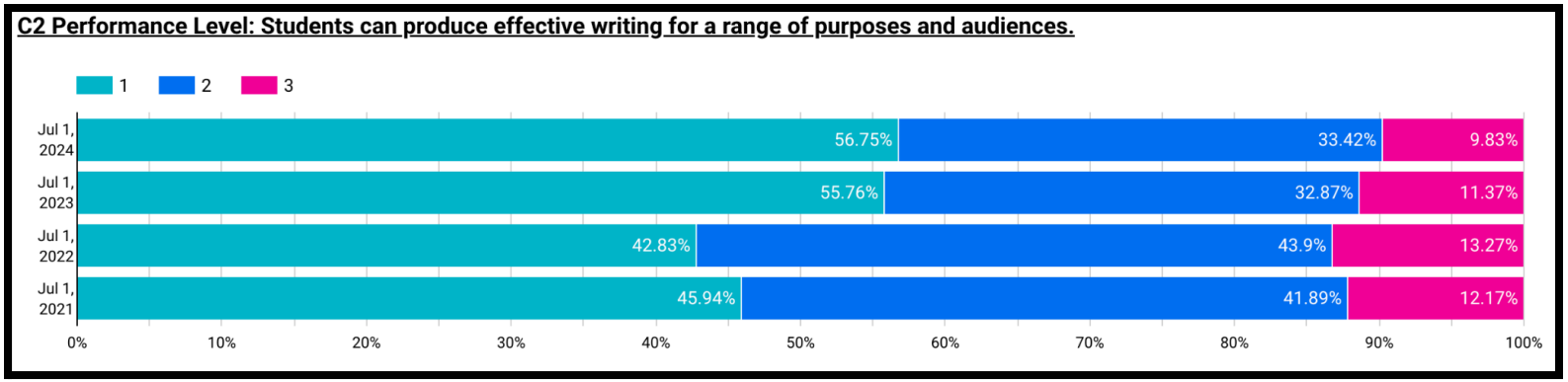
– The Achievement Level of Students in English Language Arts Over Time



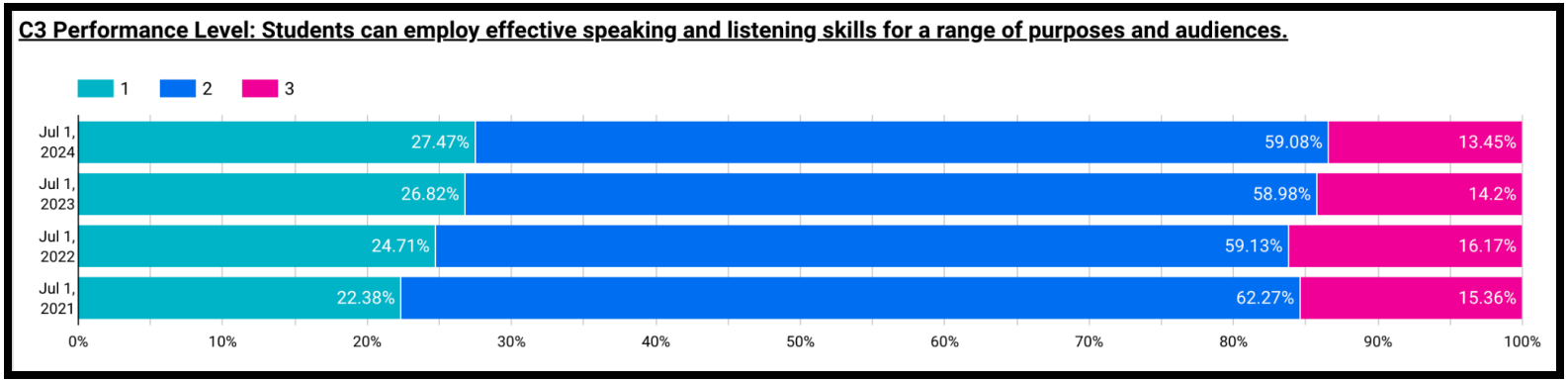
– Claim 1 Performance Level of Students Over Time:



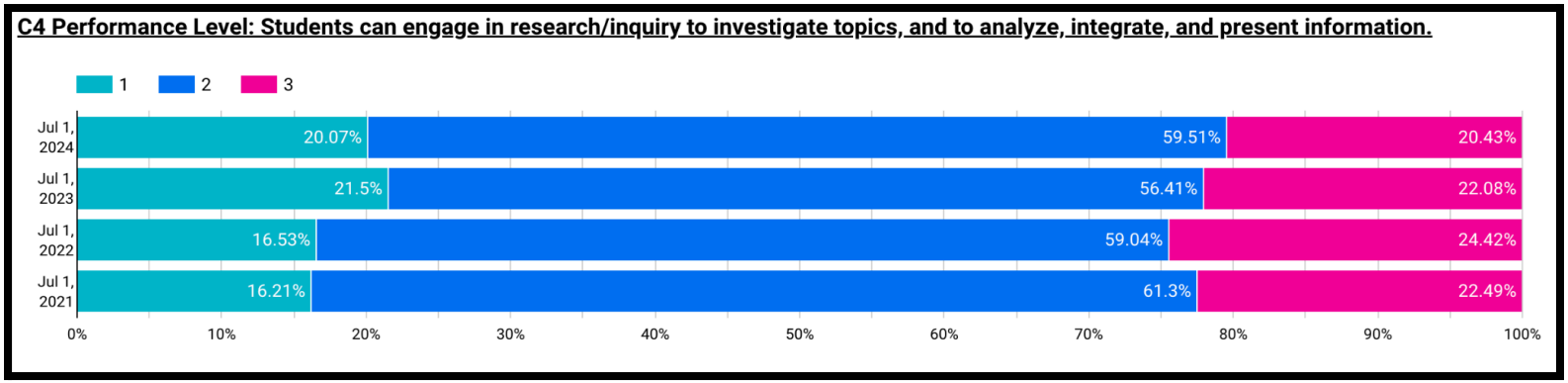
– Claim 2 Performance Level of Students Over Time:



– Claim 3 Performance Level of Students Over Time:

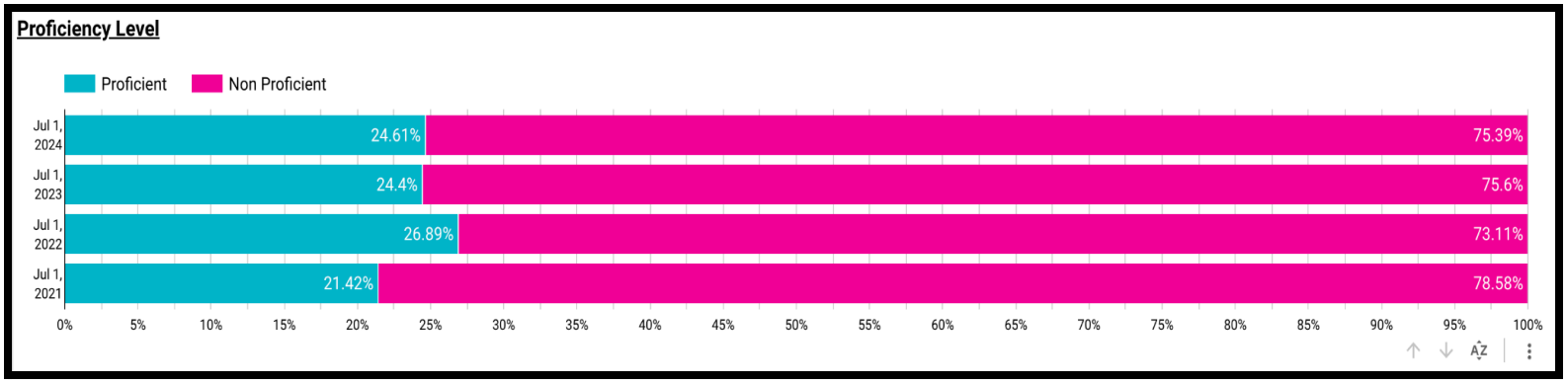


– Claim 4 Performance Level of Students Over Time:

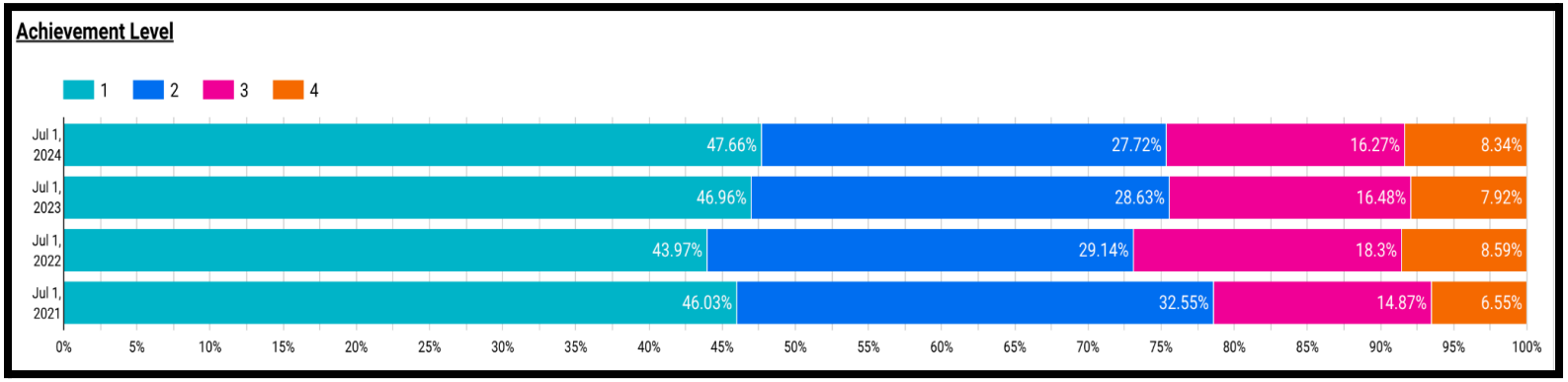


Math Assessment Data

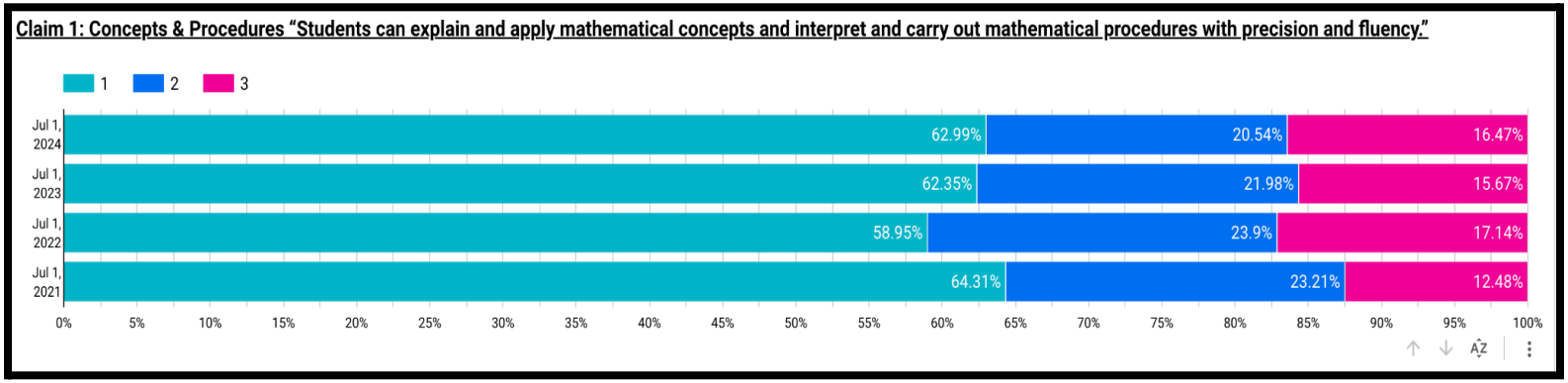
– The Number of Proficient Students in Math Over Time:



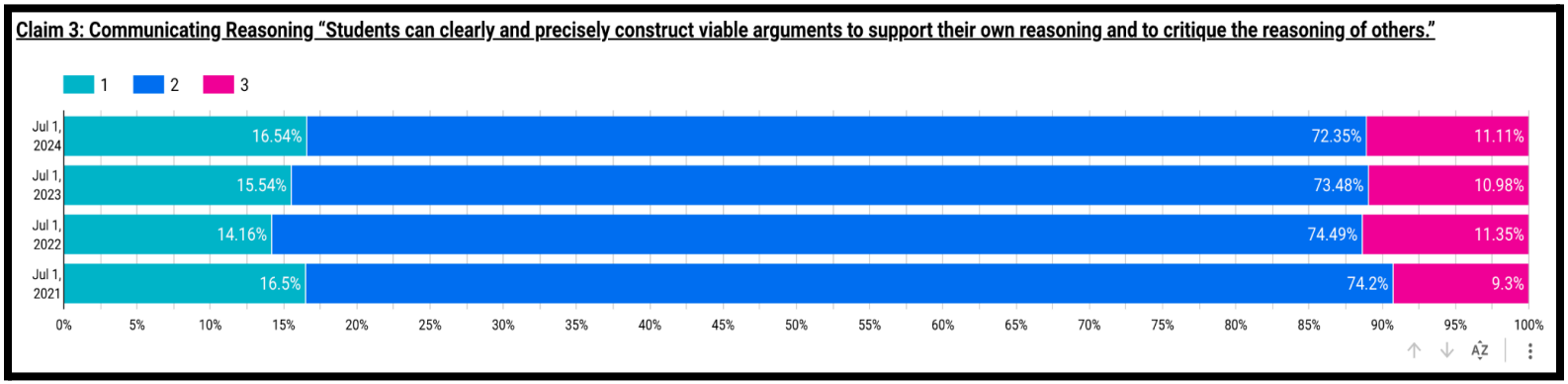
– The Achievement Level of Students in Math Over Time



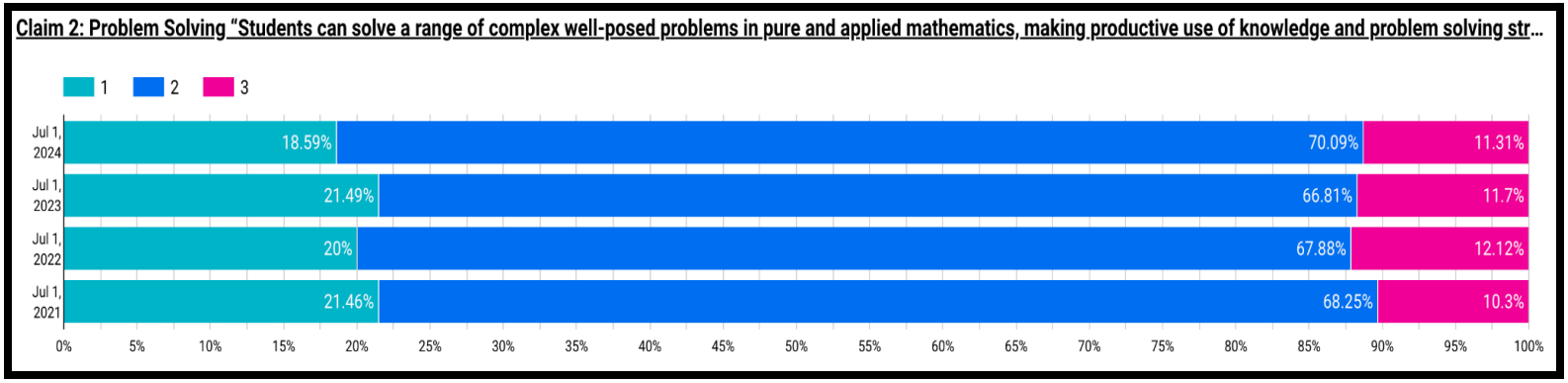
– Claim 1 Performance Level of Students Over Time:



– Claim 3 Performance Level of Students Over Time:



– Claim 2 and 4 Performance Level of Students Over Time:



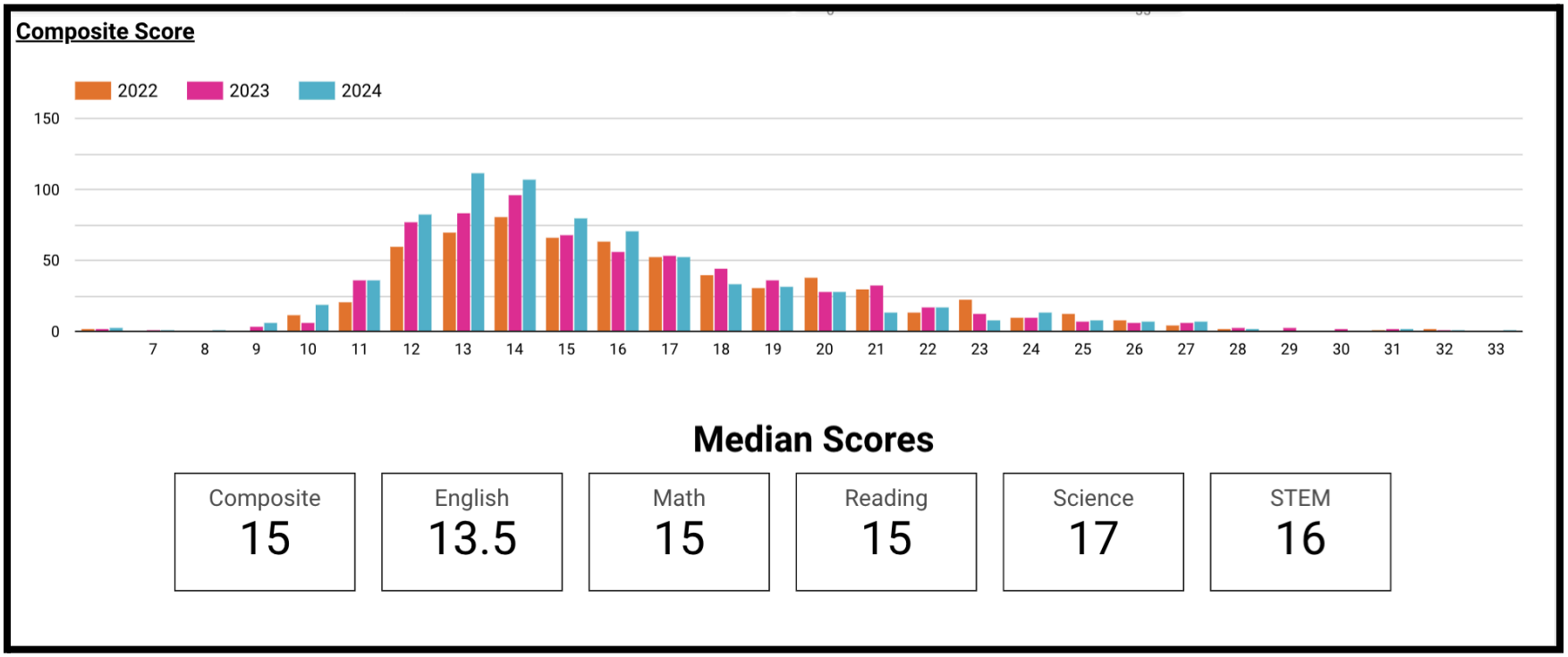
Reflection

- **What areas of promise/success do you see?**
    - We see a slight increase in the number of proficient students over last year in ELA
        - Level 3 in Analyzing Complex Literary and Informational Text shows a gain from last year
    - We see a slight increase in the number of proficient students over last year in Mathematics
        - Level 3 in Concepts and Procedures shows a gain from last year
        - Level 3 in Communicating Reasoning shows a gain from last year

- **What areas of improvement do you see?**
    - Continued work in ELA with Writing, Speaking, and Listening, as well as Research must be done.
    - Continued work in Mathematics with Communicating Reasoning as well as Problem Solving must be done.
        - i-Ready Curriculum emphasizes Communication and Problem Solving as well as Concepts and Procedures.
        - Emphasis on the Three Reads and the Eight Mathematical Principles are a huge component of i-Ready.

American College Testing

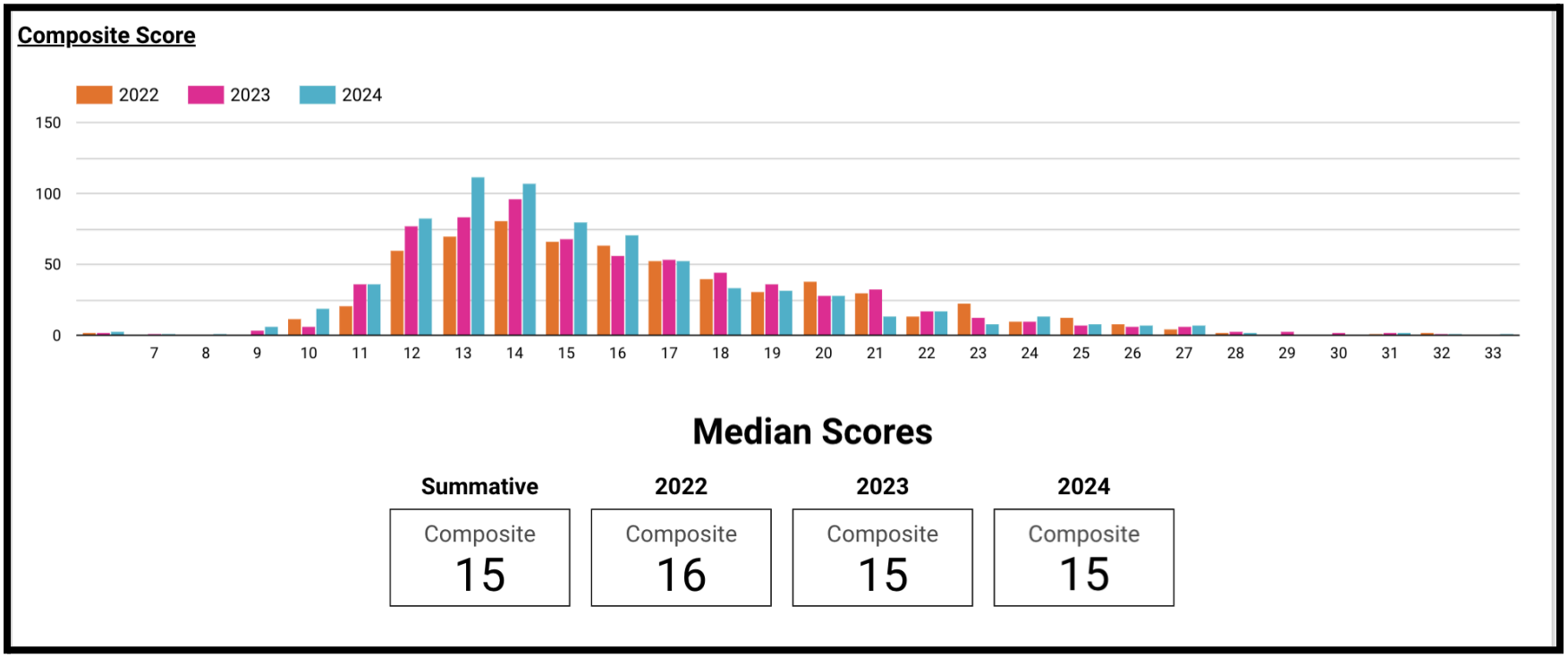
— Overall Median Scores



Median Scores

Composite	English	Math	Reading	Science	STEM
15	13.5	15	15	17	16

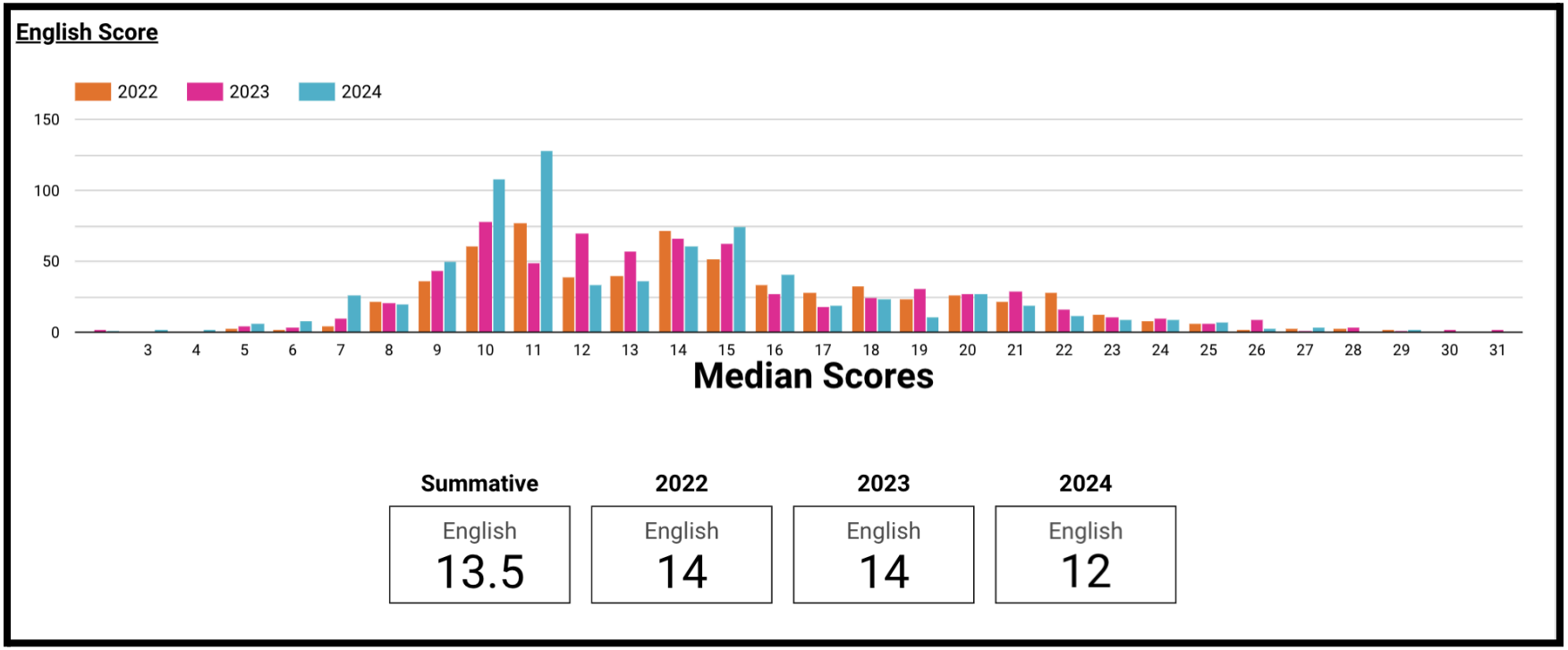
— Median Composite Scores Over Time



Median Scores

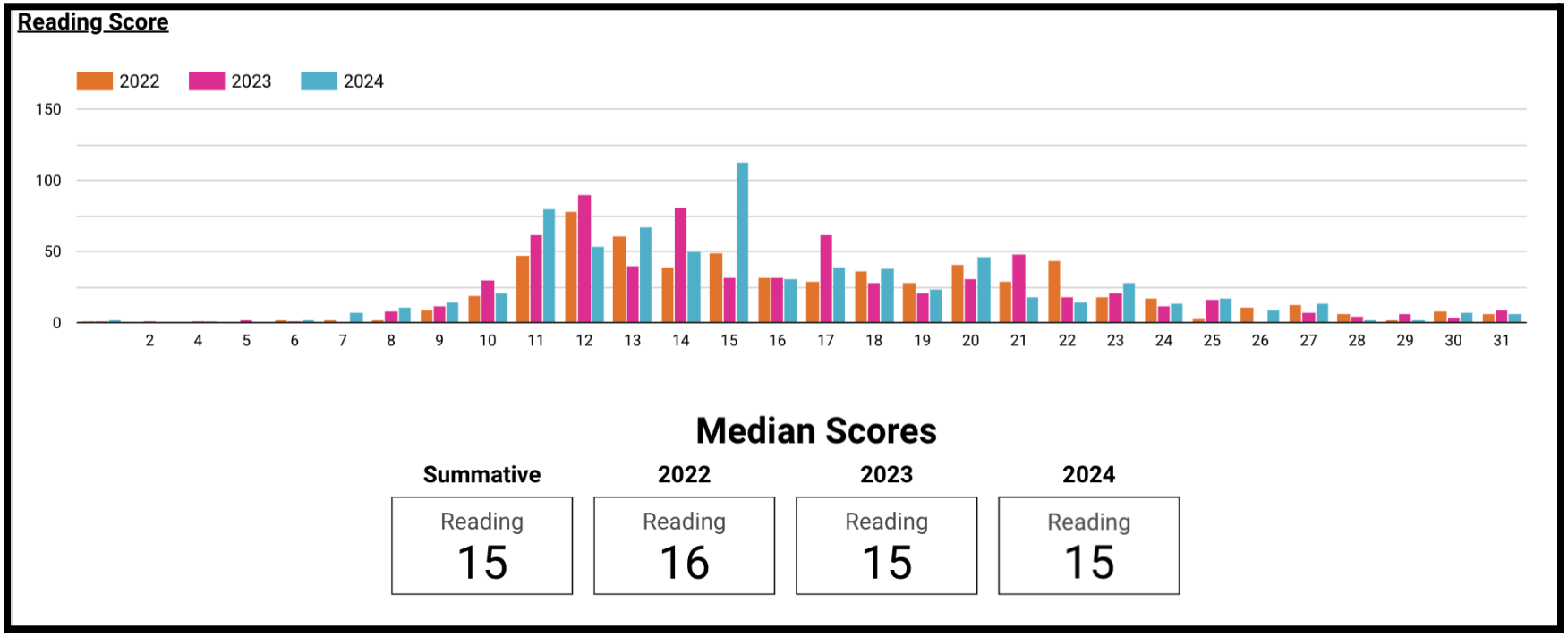
Summative	2022	2023	2024
Composite 15	Composite 16	Composite 15	Composite 15

— Median English Scores Over Time



Summative	2022	2023	2024
English 13.5	English 14	English 14	English 12

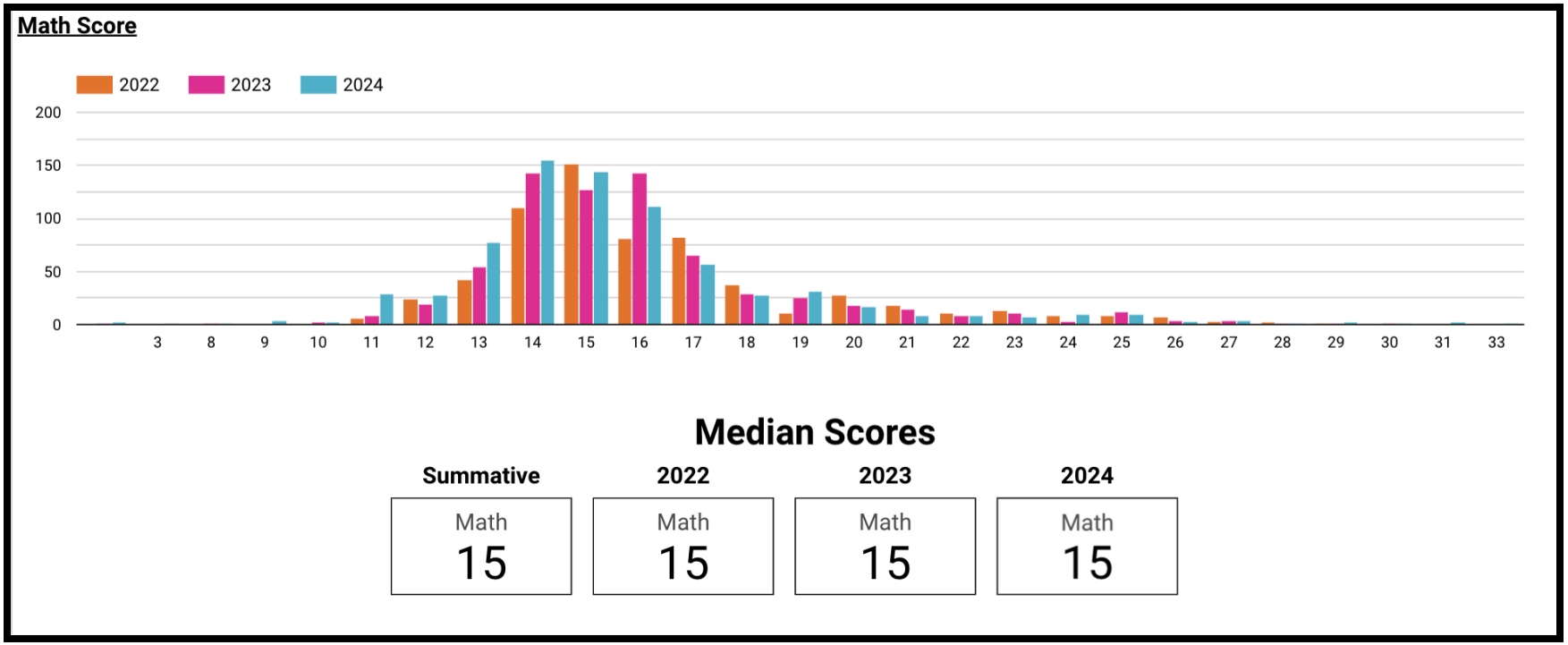
— Median Reading Scores Over Time



Median Scores

Summative	2022	2023	2024
Reading 15	Reading 16	Reading 15	Reading 15

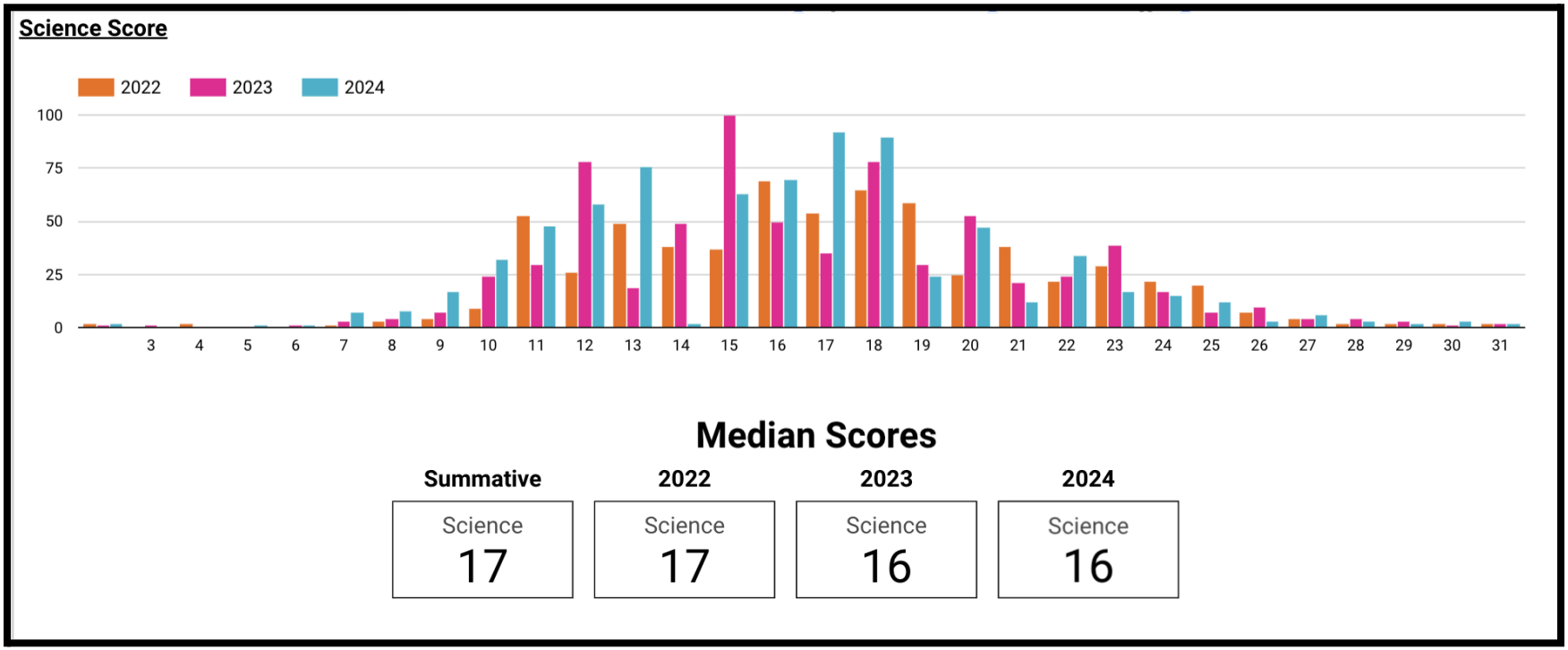
— Median Math Scores Over Time



Median Scores

Summative	2022	2023	2024
Math 15	Math 15	Math 15	Math 15

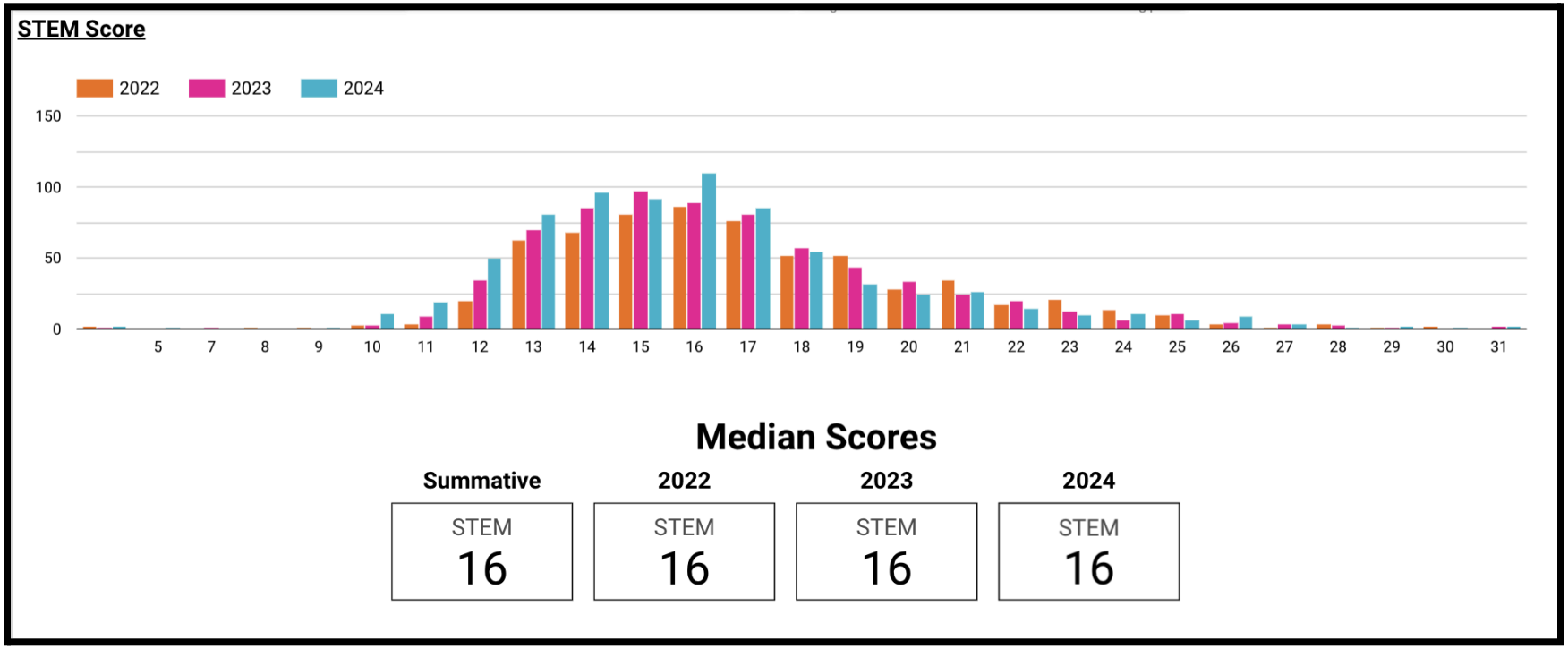
— Median Science Scores Over Time



Median Scores

Summative	2022	2023	2024
Science 17	Science 17	Science 16	Science 16

— Median STEM Scores Over Time



Median Scores

Summative	2022	2023	2024
STEM 16	STEM 16	STEM 16	STEM 16

The ACT is a curriculum-based measure of college readiness. ACT components include:

Tests of academic achievement in English, math, reading, science, STEM, and (optional) ELA and writing
High school grade and course information
Student Profile Section
Career Interest Inventory

The ACT:

Every few years, ACT conducts the **ACT National Curriculum Survey** to ensure its curriculum-based assessment tools accurately measure the skills high school teachers teach and instructors of entry-level college courses expect. The ACT is the only college readiness test designed to reflect the results of such a survey.

ACT's **College and Career Readiness Standards** are sets of statements intended to help students, parents and educators understand the meaning of test scores. The standards relate test scores to the types of skills needed for success in high school and beyond. They serve as a direct link between what students have learned and what they are ready to do next. The ACT is the only college readiness test for which scores can be tied directly to standards. College and Career Readiness Standards to the Classroom interpretive guides can be found at www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html.

The ACT reports **College Readiness Benchmark Scores** – A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science, Biology, STEM and ELA. These scores were empirically derived based on the actual performance of students in college.

College Course/Course Area	ACT Score	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23
STEM	STEM	26
ELA	ELA	20

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

3% of your students met all four ACT College Readiness Benchmark Scores (Table 1.1). To improve students' scores and increase the percentage of students identified as college ready, ACT suggests:

PROVIDING ACCESS FOR ALL STUDENTS TO TAKE THE ACT: 659 of your students are included in this report (the 'cohort'). Increasing access insures that more students have the opportunity to consider college and allows the reader to use this report to evaluate how well courses and instructional programs are preparing students for college and work.

MAKING CORE CURRICULUM A PRIORITY: Emphasize the need for all students to develop college and work ready skills, regardless of postsecondary aspirations. 11% of the students in the cohort reported taking courses that would be considered 'Core or More' (Table 1.4).

MAKING SURE STUDENTS ARE TAKING THE RIGHT KINDS OF COURSES: Table 3.7 reports 3% of the cohort took less than three years of math courses. Of these students, 0% were college ready. 4% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 0% of these students were college ready. In comparison, 11% of the students who took 3 or more years of math beyond Algebra I, Algebra II, and Geometry were college ready. Getting more students ready for Algebra prior to 9th grade will increase the chances that students will be prepared for and take advanced-level math courses.

Similarly, Table 3.7 reports 19% of the cohort took less than three years of natural science courses. 13% of these students were college ready. In comparison, 23% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES: Table 3.1 reports the percentage of students falling in each of the ACT College and Career Readiness Standards score ranges. For example, approximately 89% of the cohort fall into the lowest three Mathematics score ranges. To increase these students' achievement, identify the standards they should focus on next by accessing ACT's College and Career Readiness Standards at www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html.

PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS: Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether, among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

For more information on interpreting data in this report, or to learn how ACT can help your students improve their readiness for college and the workplace, contact ACT Customer Care at 319-337-1365 or hs.reporting@act.org.

ACT PROFILE REPORT - District: SECTION I, EXECUTIVE SUMMARY
Graduating Class 2024

Total Students in Report: 659

Page 7
Code 297020
LYON COUNTY SCHOOL DISTRICT
YERINGTON, NV

Figure 1.1. Average Composite Scores: 5 Years of Testing*

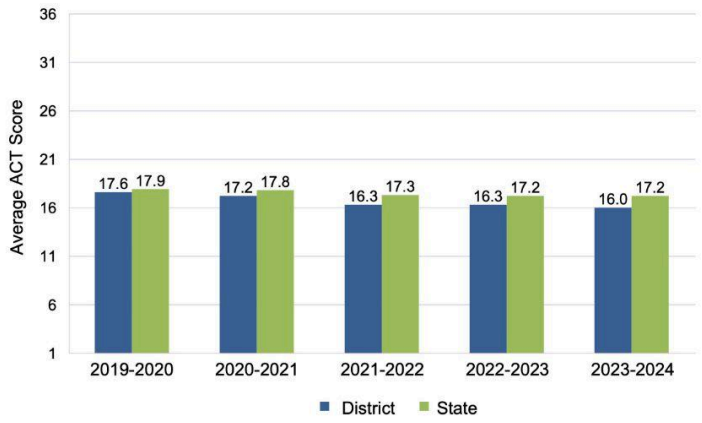


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*

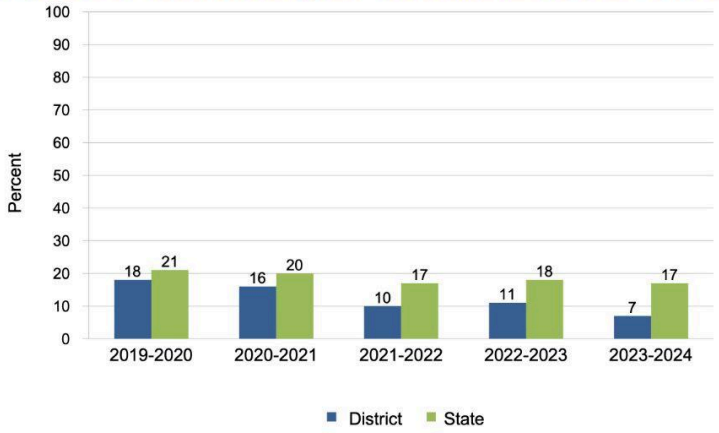


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing*

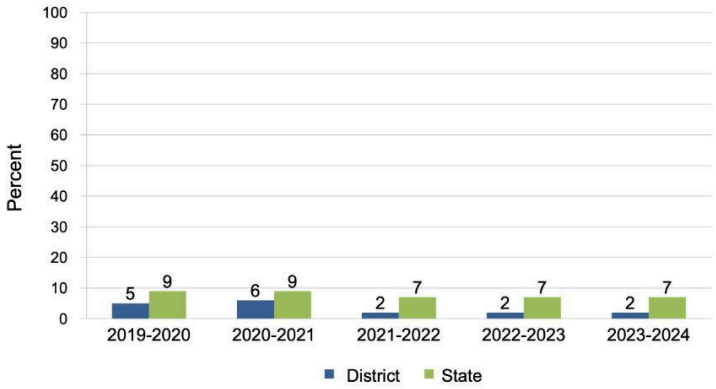
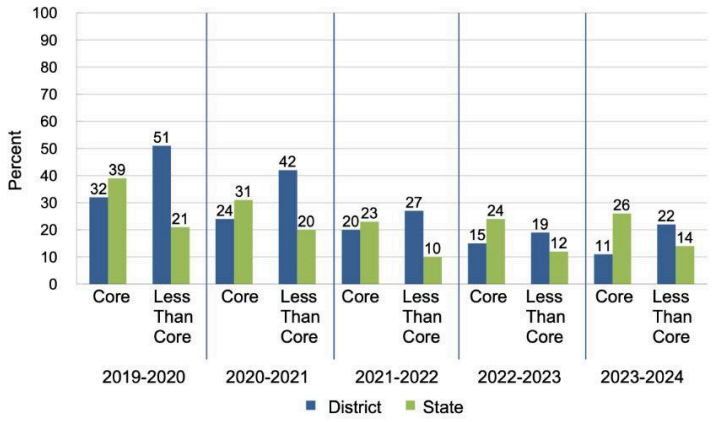


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing*



*Missing columns in above graphs reflect years in which no students were tested.

Table 1.1. Five Year Trends—Percent of Students Who Met College Readiness Benchmarks

	Number of Students Tested		Percent Who Met Benchmarks									
			English		Mathematics		Reading		Science		Met All Four	
Year	District	State	District	State	District	State	District	State	District	State	District	State
2020	629	35,776	34	39	18	21	26	28	18	21	9	13
2021	623	35,553	29	39	17	20	25	29	16	20	8	13
2022	631	34,463	24	36	11	16	21	27	10	17	5	10
2023	622	35,594	26	36	7	16	21	27	13	18	5	11
2024	**659**	**35,960**	**25**	**37**	**6**	**15**	**15**	**25**	**11**	**18**	**3**	**10**

Table 1.2. Five Year Trends—Average ACT Scores

	Number of Students Tested		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
Year	District	State	District	State	District	State	District	State	District	State	District	State
2020	629	35,776	16.1	16.7	17.7	18.0	18.1	18.3	18.0	18.1	17.6	17.9
2021	623	35,553	15.4	16.7	17.4	17.7	17.6	18.2	17.9	18.2	17.2	17.8
2022	631	34,463	14.4	16.1	16.7	17.1	17.0	17.8	16.7	17.6	16.3	17.3
2023	622	35,594	14.6	16.0	16.2	16.9	16.9	17.8	17.1	17.7	16.3	17.2
2024	**659**	**35,960**	**14.4**	**16.2**	**15.9**	**16.9**	**16.4**	**17.8**	**16.7**	**17.6**	**16.0**	**17.2**

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

	Number of Students	Average ACT Scores				
Year	Tested	English	Mathematics	Reading	Science	Composite
2020	1,670,497	19.9	20.2	21.2	20.6	20.6
2021	1,295,349	19.6	19.9	20.9	20.4	20.3
2022	1,349,644	19.0	19.3	20.4	19.9	19.8
2023	1,386,335	18.6	19.0	20.1	19.6	19.5
2024	**1,374,791**	**18.6**	**19.0**	**20.1**	**19.6**	**19.4**

ACT PROFILE REPORT - District: SECTION I, EXECUTIVE SUMMARY **Page 9**
Graduating Class 2024 Code 297020
LYON COUNTY SCHOOL DISTRICT
Total Students in Report: 659 YERINGTON, NV

Table 1.4. Five Year Trends—Average ACT Scores by Level of Preparation

Year	Number of Students Tested		Percent[2]		Average ACT Scores									
					English		Mathematics		Reading		Science		Composite	
	Core or More[1]	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core
2020	204	320	32	51	17.3	16.0	18.7	17.7	19.4	17.8	19.2	17.8	18.8	17.4
2021	150	263	24	42	16.6	15.5	18.9	17.3	19.1	17.9	19.3	18.1	18.6	17.3
2022	128	169	20	27	17.1	15.5	18.6	17.1	19.2	17.9	19.0	17.4	18.6	17.1
2023	91	119	15	19	17.4	15.4	17.3	16.9	20.4	17.7	19.3	18.3	18.7	17.2
2024	**74**	**144**	**11**	**22**	**16.1**	**15.5**	**16.9**	**16.5**	**18.2**	**18.0**	**18.3**	**17.6**	**17.5**	**17.0**

[1]"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.
[2]Percent of all students tested. Numbers will not add up to 100% due to student non-response.

Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity

Race/Ethnicity	2020			2021			2022			2023			2024		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	**629**	**100**	**17.6**	**623**	**100**	**17.2**	**631**	**100**	**16.3**	**622**	**100**	**16.3**	**659**	**100**	**16.0**
Black/African American	5	1	17.8	3	0	13.3	5	1	16.0	9	1	15.0	**5**	**1**	**16.0**
American Indian/Alaska Native	14	2	15.2	17	3	14.2	16	3	14.8	14	2	16.1	**23**	**3**	**14.3**
White	332	53	18.3	338	54	17.9	352	56	17.1	308	50	17.0	**319**	**48**	**16.4**
Hispanic/Latino	188	30	16.8	165	26	16.3	160	25	15.4	182	29	15.2	**208**	**32**	**15.3**
Asian	5	1	16.4	4	1	20.0	6	1	14.8	11	2	16.7	**7**	**1**	**19.7**
Native Hawaiian/Other Pacific Islander	4	1	18.0	6	1	15.0	8	1	14.9	4	1	15.5	**3**	**0**	**15.0**
Two or more races	43	7	18.4	44	7	17.0	41	6	15.9	48	8	17.5	**46**	**7**	**16.8**
Prefer not to respond/No response	38	6	15.7	46	7	16.5	43	7	14.6	46	7	15.7	**48**	**7**	**15.2**

Table 1.6. Five Year Trends—Achievement in STEM[1]

	All Tested Students						Students Meeting STEM Benchmarks			
	Number of Students Tested		Avg. STEM Score		Percent Meeting STEM Benchmark		Avg. Mathematics Score		Avg. Science Score	
Year	District	State	District	State	District	State	District	State	District	State
2020	629	35,776	18.1	18.3	5	9	26.2	28.2	27.7	28.6
2021	623	35,553	17.9	18.2	6	9	26.4	28.5	28.1	28.6
2022	631	34,463	17.0	17.6	2	7	27.4	28.3	28.4	28.5
2023	622	35,594	16.9	17.5	2	7	25.9	28.2	27.7	28.7
2024	**659**	**35,960**	**16.5**	**17.5**	**2**	**7**	**26.4**	**28.3**	**28.0**	**28.5**

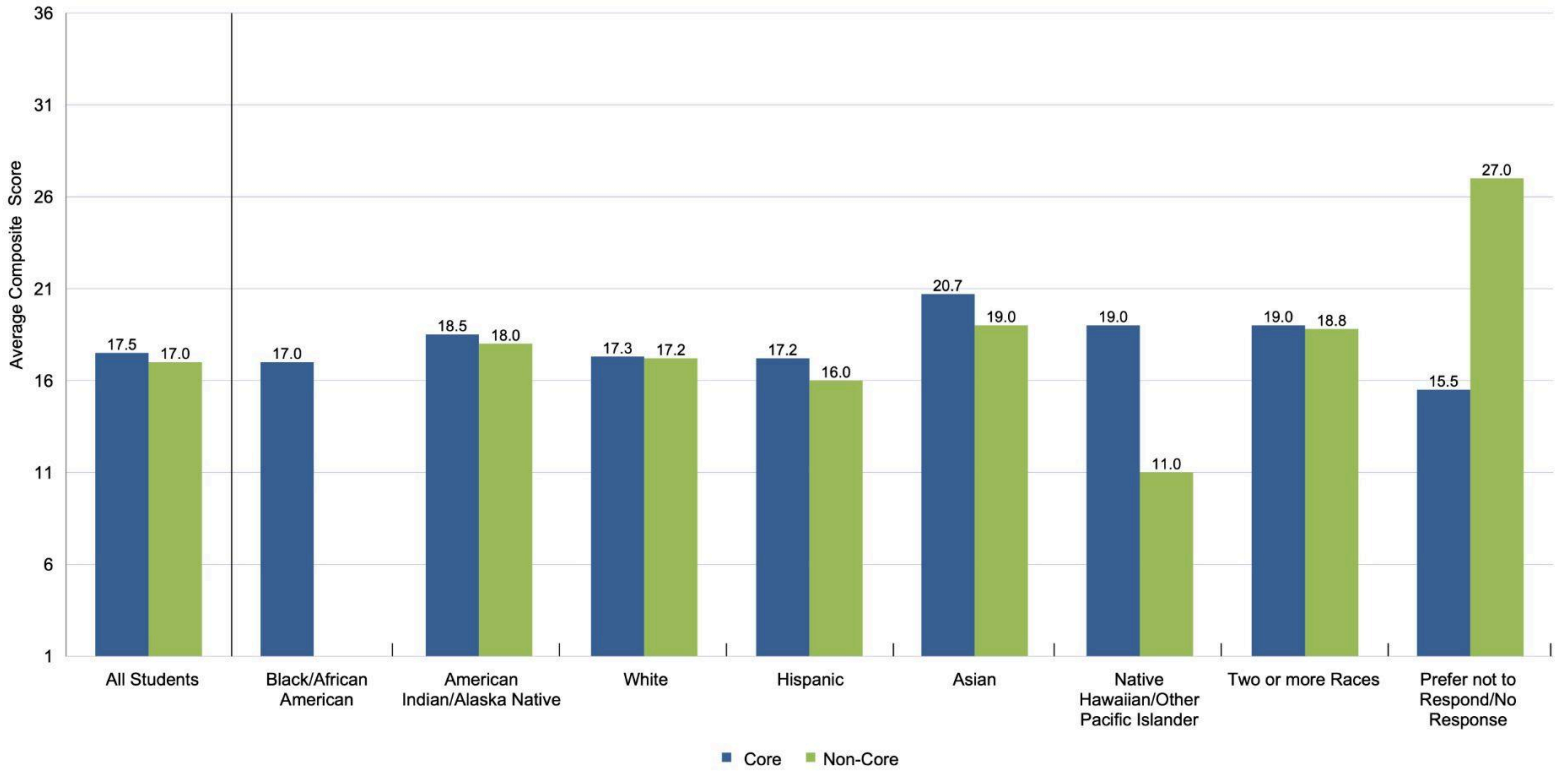
[1]The STEM score describes students' overall proficiency in mathematics and science.

Table 1.7. Proficiency in Understanding Complex Texts[1]

	Text Complexity Proficiency Level																	
	Below Proficient						Proficient						Above Proficient					
	N		Percent		Avg. Reading		N		Percent		Avg. Reading		N		Percent		Avg. Reading	
Year	District	State	District	State	District	State	District	State	District	State	District	State	District	State	District	State	District	State
2020	462	25,239	73	71	15.4	15.2	113	6,742	18	19	23.3	23.2	54	3,795	9	11	29.9	30.4
2021	471	25,063	76	70	15.0	15.0	98	6,760	16	19	23.6	23.2	54	3,730	9	10	29.4	30.5
2022	487	24,576	77	71	14.7	14.7	108	6,588	17	19	22.7	23.1	36	3,299	6	10	29.7	30.2
2023	478	24,841	77	70	14.6	14.5	105	7,165	17	20	22.9	22.9	39	3,588	6	10	29.3	30.1
2024	511	24,433	78	68	14.3	14.3	105	7,600	16	21	21.3	22.5	43	3,927	7	11	28.9	29.8

[1]The text complexity indicator, beginning in Fall 2015, represents students' progress toward understanding complex written material often encountered in college and careers.

Figure 2.1. Average ACT Composite Scores by Race and Core Curriculum Status*



*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

Table 2.1. ACT Score Distributions, Cumulative Percents (CP[1]), and Score Averages

ACT Scale	English		Mathematics		Reading		Science		Composite		STEM		ELA[2]		ACT Scale
Score	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	Score
36	0	100	0	100	2	100	0	100	0	100	0	100	0	100	36
35	1	100	0	100	3	99	0	100	0	100	0	100	0	100	35
34	0	99	0	100	0	99	0	100	0	100	0	100	0	100	34
33	1	99	0	100	5	99	1	100	0	100	0	100	0	100	33
32	3	99	0	100	2	98	0	99	1	100	0	100	1	100	32
31	2	99	0	100	5	98	2	99	2	99	2	100	0	99	31
30	2	99	1	100	3	97	0	99	2	99	0	99	0	99	30
29	1	99	1	99	4	97	2	99	1	99	0	99	2	99	29
28	2	98	1	99	4	96	3	99	1	99	3	99	3	99	28
27	0	98	3	99	7	96	3	99	4	99	2	99	4	99	27
26	8	98	4	99	1	95	8	98	4	98	5	99	4	98	26
25	5	97	10	98	14	95	7	97	6	98	8	98	5	98	25
24	10	96	4	97	12	92	13	96	10	97	6	97	6	97	24
23	10	95	8	96	19	91	35	94	11	95	9	96	12	96	23
22	14	93	6	95	20	88	27	89	16	94	18	95	9	94	22
21	28	91	12	94	47	85	22	85	31	91	27	92	25	93	21
20	26	87	17	92	34	78	51	81	29	86	34	88	30	89	20
19	27	83	24	90	19	72	28	74	35	82	43	83	33	84	19
18	23	79	28	86	26	69	75	69	45	77	53	76	48	79	18
17	19	75	60	82	63	66	38	58	53	70	77	68	32	72	17
16	27	72	132	73	29	56	46	52	49	62	87	56	47	67	16
15	63	68	122	53	31	52	95	45	68	54	94	43	53	60	15
14	58	59	140	34	74	47	45	31	89	44	73	29	54	51	14
13	51	50	57	13	39	36	16	24	81	31	69	18	62	43	13
12	66	42	17	4	86	30	72	22	74	18	34	7	56	33	12
11	50	32	9	2	58	17	29	11	36	7	11	2	46	25	11
10	77	25	2	1	28	8	24	6	6	2	3	1	51	18	10
9	46	13	0	1	12	4	7	3	4	1	0	1	17	10	9
8	19	6	1	1	7	2	5	2	0	1	0	1	22	7	8
7	11	3	0	1	0	1	3	1	1	1	1	1	15	4	7
6	4	1	0	1	2	1	1	1	0	1	0	1	6	1	6
5	5	1	0	1	2	1	0	1	0	1	0	1	2	1	5
4	0	1	0	1	0	1	0	1	0	1	0	1	0	1	4
3	0	1	0	1	0	1	1	1	0	1	0	1	0	1	3
2	0	1	0	1	1	1	0	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	14.4 (5.0)		15.9 (3.0)		16.4 (5.4)		16.7 (4.4)		16.0 (3.9)		16.5 (3.4)		14.8 (4.6)		Avg (SD)

[1]CP is the cumulative percent of students at or below a score point.
[2]ELA scores are derived only for students with a valid writing score.
Note: Shaded portions of columns identify the students who met/exceeded the ACT College Readiness Benchmark Scores.

Figure 2.2. English Reporting Categories

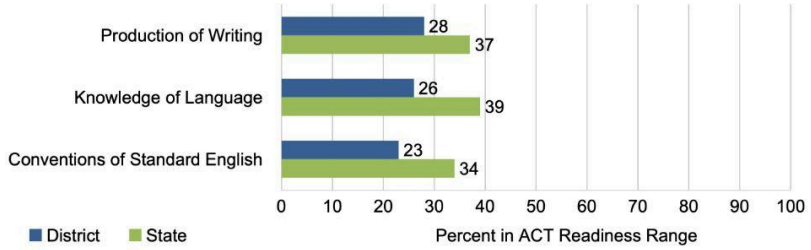


Figure 2.3. Math Reporting Categories

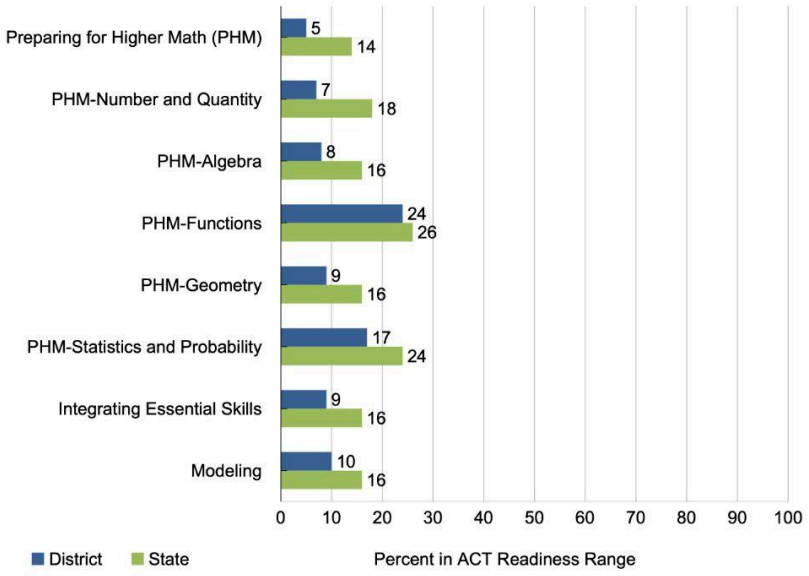


Figure 2.4. Reading Reporting Categories

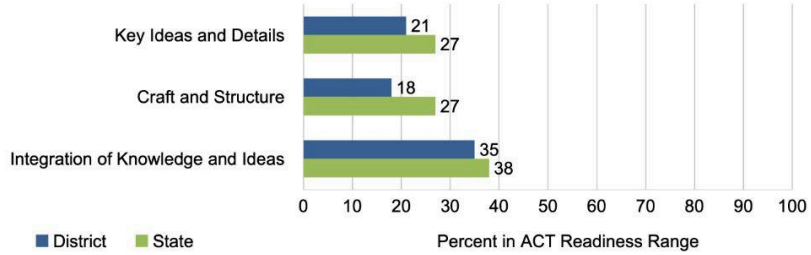
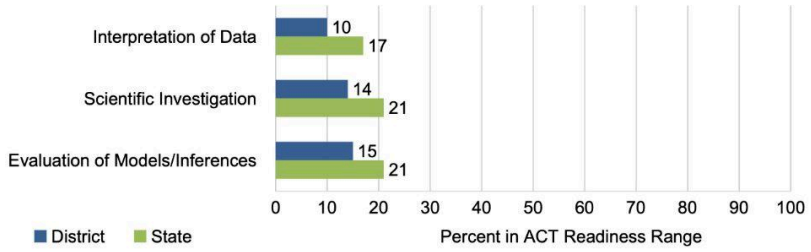


Figure 2.5. Science Reporting Categories



The charts on this page show the percent of students whose reporting category scores fall within associated ACT Readiness Ranges. ACT Readiness Ranges reflect where a student who has met a particular subject area's ACT College Readiness Benchmark would typically perform within the associated reporting category.

Table 2.2. Average ACT Composite Scores for Race/Ethnicity by Level of Preparation

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More[1]	Average ACT Composite Score	
				Core or More	Less Than Core
	All Students	**659**	**11**	**17.5**	**17.0**
	Black/African American	5	20	17.0	.
	American Indian/Alaska Native	23	9	18.5	18.0
	White	319	13	17.3	17.2
District	Hispanic/Latino	208	9	17.2	16.0
	Asian	7	43	20.7	19.0
	Native Hawaiian/Other Pacific Islander	3	33	19.0	11.0
	Two or More Races	46	11	19.0	18.8
	Prefer not/no Response	48	4	15.5	27.0
	All Students	**35,960**	**26**	**20.2**	**17.9**
	Black/African American	3,065	21	17.3	16.3
	American Indian/Alaska Native	234	14	18.6	16.2
	White	9,066	34	21.9	19.5
State	Hispanic/Latino	14,830	23	18.3	16.6
	Asian	2,132	45	22.5	20.6
	Native Hawaiian/Other Pacific Islander	360	24	18.8	15.4
	Two or More Races	2,749	33	20.9	19.0
	Prefer not/no Response	3,524	7	21.2	17.5

[1]"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

Table 2.3. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
	All Students	**659**	**100**	14.4	15.9	16.4	16.7	16.0	16.5
	Black/African American	5	1	14.4	16.2	17.4	15.0	16.0	16.0
	American Indian/Alaska Native	23	3	12.5	15.3	14.0	14.7	14.3	15.3
	White	319	48	14.9	16.2	17.0	17.1	16.4	16.9
District	Hispanic/Latino	208	32	13.8	15.4	15.5	16.0	15.3	16.0
	Asian	7	1	17.9	18.9	20.0	21.1	19.7	20.1
	Native Hawaiian/Other Pacific Islander	3	0	12.3	14.7	15.7	16.7	15.0	15.7
	Two or More Races	46	7	15.2	16.4	17.6	17.5	16.8	17.3
	Prefer not/no Response	48	7	13.6	15.4	15.4	15.9	15.2	15.9
	All Students	**35,960**	**100**	16.2	16.9	17.8	17.6	17.2	17.5
	Black/African American	3,065	9	13.9	15.0	15.5	15.7	15.1	15.6
	American Indian/Alaska Native	234	1	13.5	15.3	15.2	15.8	15.0	15.8
	White	9,066	25	18.7	18.6	20.3	19.6	19.4	19.4
State	Hispanic/Latino	14,830	41	14.6	15.8	16.4	16.5	16.0	16.4
	Asian	2,132	6	20.1	20.1	20.8	20.7	20.6	20.6
	Native Hawaiian/Other Pacific Islander	360	1	14.2	15.7	15.8	16.3	15.6	16.3
	Two or More Races	2,749	8	18.0	17.8	19.5	18.7	18.6	18.5
	Prefer not/no Response	3,524	10	14.5	15.8	16.1	16.2	15.8	16.3

Table 2.4. Average ACT Composite Scores for Gender by Level of Preparation

Student Group	Gender[1]	Number of Students Tested	Percent Taking Core or More[2]	Average ACT Composite Score	
				Core or More	Less Than Core
District	Males	335	9	17.5	16.8
	Females	296	15	17.6	17.2
	Other Responses	28	0	.	18.0
State	Males	17,480	25	20.4	17.7
	Females	16,780	29	19.9	18.0
	Other Responses	1,700	12	22.0	19.6

Table 2.5. Average ACT Scores by Gender

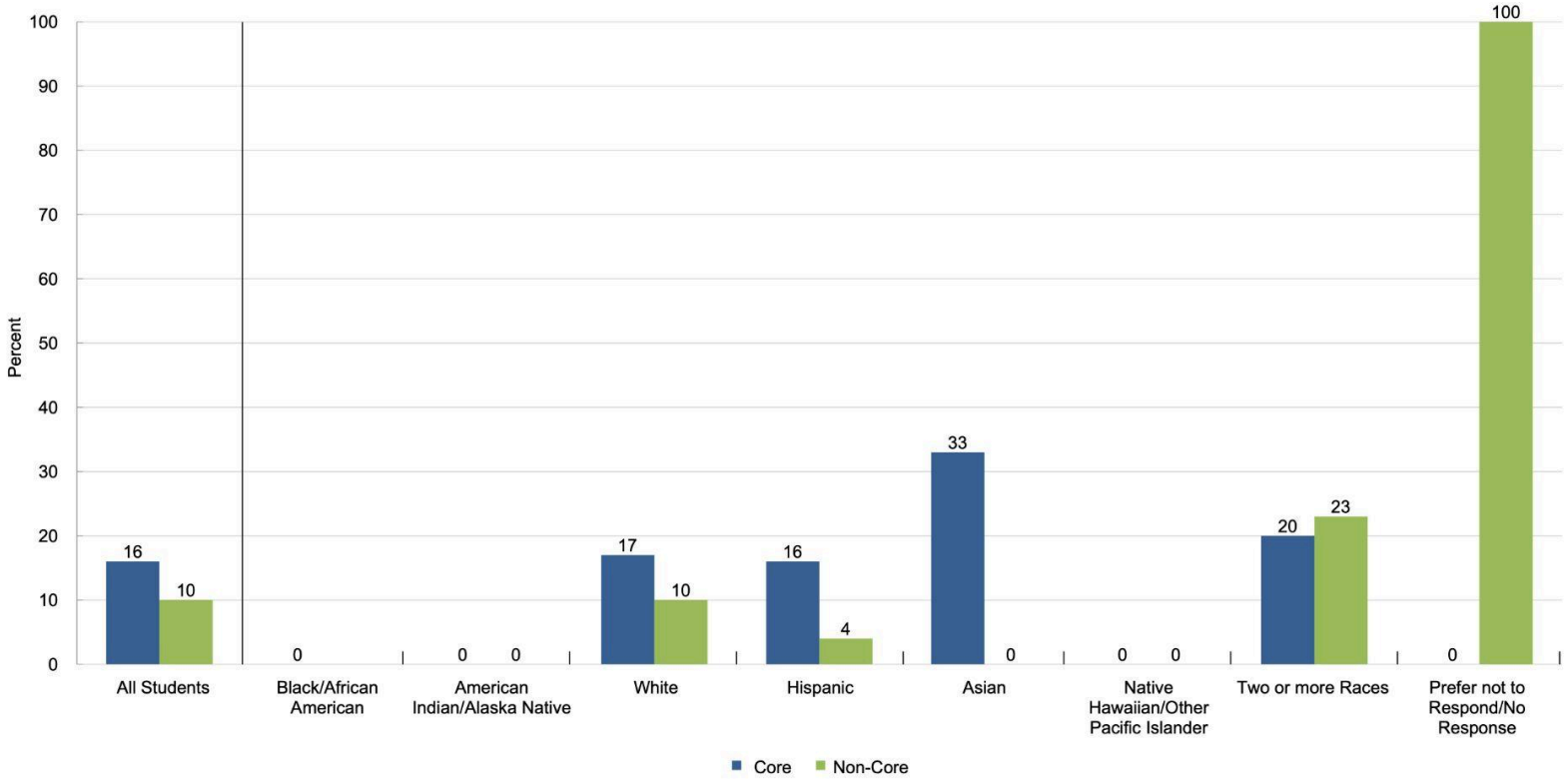
Student Group	Gender[1]	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
District	Males	335	51	14.2	16.2	16.0	16.6	15.9	16.6
	Females	296	45	14.5	15.6	16.7	16.7	16.0	16.4
	Other Responses	28	4	15.6	15.8	18.0	17.3	16.8	16.8
State	Males	17,480	49	15.7	17.1	17.2	17.6	17.0	17.6
	Females	16,780	47	16.6	16.6	18.2	17.6	17.4	17.3
	Other Responses	1,700	5	17.0	16.7	18.6	17.8	17.7	17.5

Table 2.6. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	17	17	20	20	18
Q2 (50th Percentile)	14	15	15	16	15
Q1 (25th Percentile)	11	14	12	14	13

[1]"Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.
[2]"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

Figure 3.1. Percent of Students Meeting 3 or 4 College Readiness Benchmarks by Core College Curriculum Status*



*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

Table 3.1. Percent of Students in College and Career Readiness Standards (CCRS) Score Ranges

Student Group	CCRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
District	33 to 36	2	0	0	0	10	2	1	0
	28 to 32	10	2	3	0	18	3	7	1
	24 to 27	23	3	21	3	34	5	31	5
	20 to 23	78	12	43	7	120	18	135	20
	16 to 19	96	15	244	37	137	21	187	28
	13 to 15	172	26	319	48	144	22	156	24
	01 to 12	278	42	29	4	196	30	142	22
State	33 to 36	806	2	297	1	1,182	3	392	1
	28 to 32	1,247	3	966	3	2,326	6	993	3
	24 to 27	2,667	7	2,614	7	2,672	7	3,236	9
	20 to 23	5,768	16	3,392	9	6,594	18	7,171	20
	16 to 19	5,575	16	11,219	31	6,907	19	10,131	28
	13 to 15	7,644	21	14,827	41	7,420	21	7,783	22
	01 to 12	12,253	34	2,645	7	8,859	25	6,254	17

Table 3.2. Percent of Students Who Met College Readiness Benchmark Scores by Gender

Student Group	Gender[1]	Percent of Students				Met
		English	Mathematics	Reading	Science	All Four
District	Males	24	8	16	12	4
	Females	25	3	14	10	1
	Other Responses	32	7	29	14	4
State	Males	34	17	23	20	11
	Females	40	13	27	16	9
	Other Responses	43	14	30	19	10

[1]'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

Table 3.3. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	English %	Mathematics %	Reading %	Science %	All Four %	STEM %
	All Students	**659**	**25**	**6**	**15**	**11**	**3**	2
	Black/African American	5	20	0	20	0	**0**	0
	American Indian/Alaska Native	23	13	0	4	0	**0**	0
	White	319	28	8	17	14	**4**	2
District	Hispanic/Latino	208	22	3	12	7	**0**	1
	Asian	7	29	14	43	43	**14**	14
	Native Hawaiian/Other Pacific Islander	3	0	0	0	33	**0**	0
	Two or More Races	46	28	9	24	13	**4**	2
	Prefer Not to Respond	48	19	6	13	10	**2**	2
	All Students	**35,960**	**37**	**15**	**25**	**18**	**10**	7
	Black/African American	3,065	22	6	13	6	**3**	1
	American Indian/Alaska Native	234	19	6	12	6	**3**	2
	White	9,066	54	26	40	31	**18**	13
State	Hispanic/Latino	14,830	27	8	17	11	**5**	3
	Asian	2,132	61	35	43	38	**24**	19
	Native Hawaiian/Other Pacific Islander	360	23	9	16	11	**5**	2
	Two or More Races	2,749	49	19	35	24	**13**	9
	Prefer Not to Respond	3,524	26	9	18	12	**6**	4

Table 3.4. Likely ACT National Career Readiness Certificate (NCRC) Level Based Upon ACT Composite Score[1]

Student Group	ACT NCRC Level	N	%	Average Composite
	Platinum	11	2	29.0
	Gold	47	7	23.4
District	Silver	193	29	18.7
	Bronze	287	44	14.3
	Needs Improvement	121	18	11.5
	Platinum	2,238	6	29.6
	Gold	4,622	13	23.7
State	Silver	9,760	27	18.8
	Bronze	13,743	38	14.3
	Needs Improvement	5,597	16	11.4

[1] The ACT Composite scores associated with at least a 50% chance of earning each ACT NCRC level or higher are: 13 for Bronze, 17 for Silver, 22 for Gold, and 27 for Platinum. Based on those cut scores, students who earned an ACT Composite score of less than 13 are classified as 'Needs improvement' as they are unlikely to obtain an ACT NCRC. Students with an ACT Composite score of 13 to 16 are classified as 'Bronze' as they are likely to obtain a Bronze NCRC, 17 to 21 as 'Silver', 22 to 26 as 'Gold', and 27 or above as 'Platinum'.
Visit www.act.org/NCRC-indicator to learn more.

Table 3.5. College Readiness Benchmark Percent and Average ACT Scores by Overall High School Curriculum

Student Group	Curriculum Taken[1]		English		Mathematics		Reading		Science		Composite[4]		STEM	
		N	%	Avg	%	Avg	%	Avg	%	Avg	%	Avg	%	Avg
District	Core or More[2]	74	36	16.1	9	16.9	22	18.2	24	18.3	7	17.5	5	17.8
	Less than Core	144	33	15.5	8	16.5	24	18.0	14	17.6	4	17.0	2	17.2
	Missing[3]	441	20	13.8	5	15.6	11	15.5	8	16.1	1	15.3	1	16.1
State	Core or More	9,364	59	19.6	31	19.3	43	21.0	34	20.3	22	20.2	16	20.1
	Less than Core	5,049	42	17.0	17	17.2	30	18.7	21	18.3	11	17.9	7	18.0
	Missing	21,547	26	14.5	8	15.7	17	16.1	10	16.3	4	15.8	3	16.2

[1] "Curriculum Taken" reflects overall high school curriculum in this table.
[2] "Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.
[3] Zero years or no coursework information reported in one or more content areas.
[4] Composite College Readiness Benchmark % results reflect students who met all four subject-area benchmarks.

Table 3.6. College Readiness Benchmark Percent and Average ACT Scores by Content-Specific Curriculum

Student Group	Curriculum Taken[1]	English			Mathematics			Reading			Science		
		N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
District	Core or More[2]	218	33	15.7	206	10	16.8	189	23	18.0	101	23	17.9
	Less than Core	17	47	15.6	21	0	14.6	33	24	18.3	127	13	17.7
	Missing[3]	424	20	13.7	432	4	15.5	437	11	15.5	431	8	16.1
State	Core or More	14,864	53	18.6	14,173	27	18.7	13,016	40	20.5	10,890	32	20.0
	Less than Core	713	36	16.2	767	4	14.8	1,565	24	17.5	3,830	21	18.4
	Missing	20,383	25	14.4	21,020	8	15.7	21,379	17	16.1	21,240	10	16.3

[1] "Curriculum Taken" reflects content-specific curriculum in this table.
[2] "Core or More" results correspond to students taking four or more years of English or three or more years of math, social studies, or natural science, respectively.
For instance, Reading "Core or More" results correspond to students taking three or more years of social studies, regardless of courses taken in other content areas.
[3] Zero years or no coursework information reported in the specified content area.

Table 3.7. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Common Course Patterns

Course Pattern	District				State			
ENGLISH COURSE PATTERN	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	46	7	14.6	28	3,295	9	18.5	51
Eng 9, Eng 10, Eng 11, Eng 12	172	26	16.0	34	11,569	32	18.6	54
Less than 4 years of English	17	3	15.6	47	713	2	16.2	36
Zero years / no English courses reported	424	64	13.7	20	20,383	57	14.4	25
MATHEMATICS COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark
Alg 1, Alg 2, Geom, Trig, & Calc	4	1	17.5	0	284	1	19.2	32
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	1	0	15.0	0	373	1	19.8	34
Alg 1, Alg 2, Geom, & Trig	2	0	17.0	0	245	1	16.6	11
Alg 1, Alg 2, Geom, & Other Adv Math	15	2	16.5	0	2,660	7	18.0	19
Other comb of 4 or more years of Math	115	17	17.5	15	7,279	20	20.2	38
Alg 1, Alg 2, & Geom	25	4	15.2	0	1,584	4	15.5	5
Other comb of 3 or 3.5 years of Math	44	7	16.0	7	1,748	5	16.5	11
Less than 3 years of Math	21	3	14.6	0	767	2	14.8	4
Zero years / no Math courses reported	432	66	15.5	4	21,020	58	15.7	8
SOCIAL SCIENCE COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark
US Hist, World Hist, Am Gov, & Other Hist	5	1	20.2	40	292	1	18.9	29
Other comb of 4 or more years Social Science	81	12	18.3	23	5,099	14	21.1	44
US Hist, World Hist, & Am Gov	8	1	17.3	25	2,348	7	19.2	32
Other comb of 3 or 3.5 years of Social Science	95	14	17.7	21	5,277	15	20.6	41
Less than 3 years of Social Science	33	5	18.3	24	1,565	4	17.5	24
Zero years / no Social Science courses reported	437	66	15.5	11	21,379	59	16.1	17
NATURAL SCIENCE COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark
Gen Sci[1], Bio, Chem, & Phys	34	5	18.2	26	3,558	10	20.1	33
Bio, Chem, Phys	10	2	20.8	40	2,574	7	21.6	44
Gen Sci[1], Bio, Chem	51	8	17.3	20	4,194	12	19.2	26
Other comb of 3 years of Natural Science	6	1	15.8	0	564	2	17.6	17
Less than 3 years of Natural Science	127	19	17.7	13	3,830	11	18.4	21
Zero years / no Natural Science courses reported	431	65	16.1	8	21,240	59	16.3	10

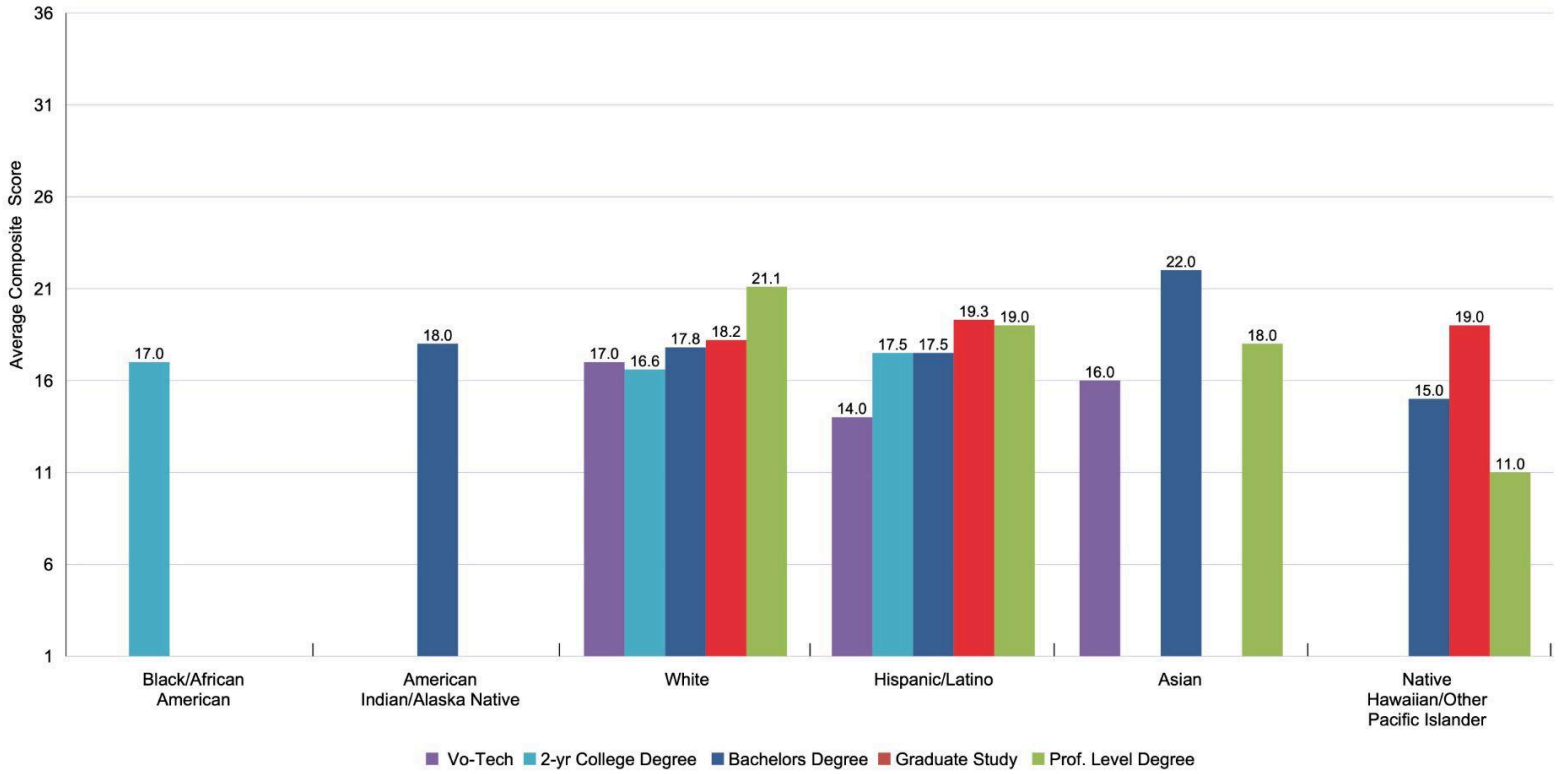
[1]Includes General, Physical and Earth Sciences.

Table 3.8. College Readiness Benchmark (CRB) Percent and Average ACT Scores for Gender by Common Course Patterns

Course Pattern	Males				Females				Other Responses[1]			
ENGLISH COURSE PATTERN	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	22	7	14.0	27	24	8	15.2	29	0	0	.	.
Eng 9, Eng 10, Eng 11, Eng 12	81	24	15.5	32	88	30	16.5	36	3	11	17.7	33
Less than 4 years of English	14	4	15.6	43	2	1	14.0	50	1	4	20.0	100
Zero years / no English courses reported	218	65	13.7	19	182	61	13.5	19	24	86	15.2	29
MATHEMATICS COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark
Alg 1, Alg 2, Geom, Trig, & Calc	0	0	.	.	4	1	17.5	0	0	0	.	.
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	1	0	15.0	0	0	0	.	.	0	0	.	.
Alg 1, Alg 2, Geom, & Trig	1	0	16.0	0	1	0	18.0	0	0	0	.	.
Alg 1, Alg 2, Geom, & Other Adv Math	10	3	16.2	0	5	2	17.2	0	0	0	.	.
Other comb of 4 or more years of Math	48	14	18.8	27	67	23	16.6	6	0	0	.	.
Alg 1, Alg 2, & Geom	12	4	15.0	0	12	4	15.6	0	1	4	14.0	0
Other comb of 3 or 3.5 years of Math	24	7	16.7	13	18	6	15.2	0	2	7	14.0	0
Less than 3 years of Math	14	4	14.5	0	6	2	14.7	0	1	4	16.0	0
Zero years / no Math courses reported	225	67	15.7	5	183	62	15.2	2	24	86	16.0	8
SOCIAL SCIENCE COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark
US Hist, World Hist, Am Gov, & Other Hist	4	1	20.3	50	1	0	20.0	0	0	0	.	.
Other comb of 4 or more years Social Science	40	12	17.2	18	40	14	19.3	28	1	4	22.0	100
US Hist, World Hist, & Am Gov	4	1	14.8	0	4	1	19.8	50	0	0	.	.
Other comb of 3 or 3.5 years of Social Science	40	12	17.0	28	52	18	18.1	15	3	11	19.7	33
Less than 3 years of Social Science	19	6	18.7	26	14	5	17.8	21	0	0	.	.
Zero years / no Social Science courses reported	228	68	15.3	12	185	63	15.6	9	24	86	17.6	25
NATURAL SCIENCE COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark
Gen Sci[2], Bio, Chem, & Phys	18	5	18.2	28	16	5	18.3	25	0	0	.	.
Bio, Chem, Phys	4	1	20.0	25	6	2	21.3	50	0	0	.	.
Gen Sci[1], Bio, Chem	18	5	17.3	22	33	11	17.2	18	0	0	.	.
Other comb of 3 years of Natural Science	5	1	15.8	0	1	0	16.0	0	0	0	.	.
Less than 3 years of Natural Science	66	20	17.5	17	57	19	18.1	11	4	14	17.8	0
Zero years / no Natural Science courses reported	224	67	16.1	8	183	62	15.9	7	24	86	17.2	17

[1] 'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.
[2] Includes General, Physical and Earth Sciences.

Figure 4.1. Average ACT Composite Scores by Race and Student Postsecondary Aspirations*



*Missing columns reflect combinations of race/ethnicity and postsecondary aspiration in which one or both indicators are missing.

Table 4.1. Distribution of Planned Educational Majors for All Students by College Plans

	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
Planned Educational Major	N[1]	Percent[2]	Avg ACT Comp	N	Percent	Avg ACT Comp	N	Percent	Avg ACT Comp
Agriculture & Natural Resources Conservation	3	0	20.0	0	0	.	2	2	22.0
Architecture	4	1	14.3	1	4	14.0	1	1	21.0
Area, Ethnic, & Multidisciplinary Studies	0	0	.	0	0	.	0	0	.
Arts: Visual & Performing	12	2	15.8	4	15	15.8	3	3	16.7
Business	16	2	17.0	2	7	14.0	11	10	18.4
Communications	1	0	16.0	0	0	.	0	0	.
Community, Family, & Personal Services	11	2	17.9	0	0	.	8	7	19.5
Computer Science & Mathematics	3	0	20.0	1	4	19.0	1	1	27.0
Education	8	1	15.5	2	7	17.0	6	5	15.0
Engineering	13	2	19.5	0	0	.	10	9	20.7
Engineering Technology & Drafting	5	1	21.4	1	4	23.0	2	2	22.5
English & Foreign Languages	2	0	13.0	0	0	.	1	1	15.0
Health Administration & Assisting	8	1	15.5	1	4	19.0	5	4	15.6
Health Sciences & Technologies	17	3	18.5	2	7	13.5	14	12	19.5
Philosophy, Religion, & Theology	5	1	14.2	0	0	.	3	3	15.0
Repair, Production, & Construction	9	1	14.0	2	7	16.0	3	3	13.3
Sciences: Biological & Physical	17	3	20.1	1	4	23.0	16	14	19.9
Social Sciences & Law	11	2	18.3	1	4	16.0	9	8	19.1
Undecided	46	7	16.7	7	26	17.6	17	15	17.8
No Response	468	71	15.4	2	7	17.0	3	3	16.0

[1]2-Year and 4-Year "N" counts do not reflect students indicating no college plans, "Other" college plans, and missing responses. Therefore, they may not add up to the N count for All Students.
[2]Percent of students tested within College Plan groups (All Students, 2-Year, 4-Year).

Table 4.2. Average ACT Composite Scores for Racial/Ethnic Groups by Post-Secondary Educational Aspirations

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Black/African American		American Indian/Alaska Native		White		Hispanic/Latino	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	9	16.2	0	.	0	.	6	17.0	2	14.0
2-yr College Degree	18	17.2	1	17.0	0	.	10	16.6	4	17.5
Bachelors Degree	71	18.0	0	.	2	18.0	40	17.8	18	17.5
Graduate Study	19	18.4	0	.	0	.	9	18.2	7	19.3
Prof. Level Degree	25	20.1	0	.	0	.	15	21.1	5	19.0
Other	11	15.3	0	.	0	.	3	15.7	7	15.4
No Response	475	15.4	4	15.8	21	13.9	217	16.0	155	14.8

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Other Pacific Islander		Two or More races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	9	16.2	1	16.0	0	.	0	.	0	.
2-yr College Degree	18	17.2	0	.	0	.	3	18.7	0	.
Bachelors Degree	71	18.0	2	22.0	1	15.0	8	19.9	0	.
Graduate Study	19	18.4	0	.	1	19.0	1	15.0	1	17.0
Prof. Level Degree	25	20.1	1	18.0	1	11.0	2	24.0	1	14.0
Other	11	15.3	0	.	0	.	1	13.0	0	.
No Response	475	15.4	3	20.0	0	.	29	15.2	46	15.2

Table 4.3. Students' Score Report Preferences at Time of Testing

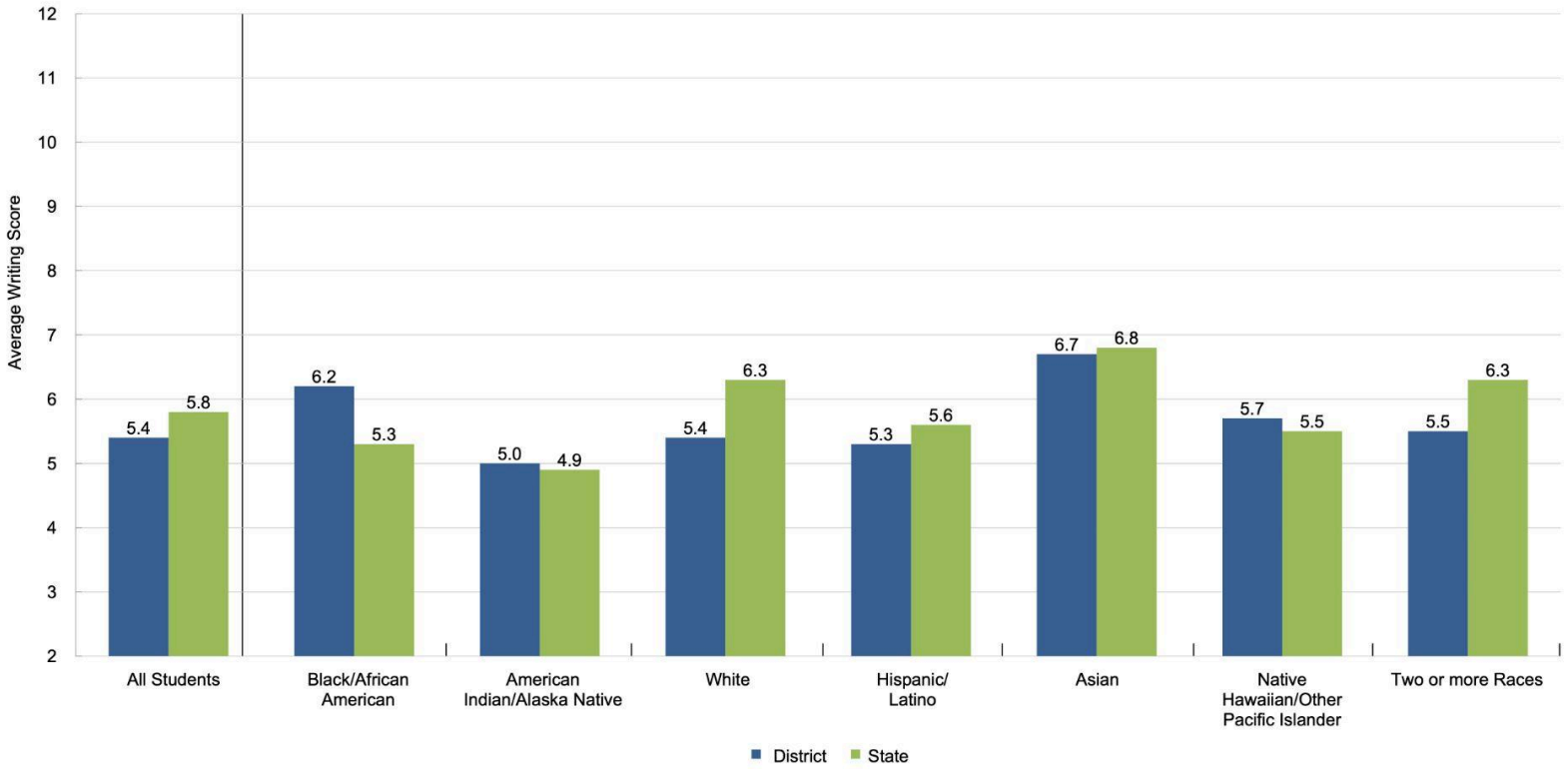
Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
UNIVERSITY OF NEVADA-RENO	NV	59	38	21	14	25	20	25	14	2	0
WESTERN NEVADA COLLEGE	NV	21	4	17	19	29	33	14	5	0	0
UNIVERSITY OF NEVADA-LAS VEGAS	NV	17	7	10	6	6	35	29	18	6	0
TRUCKEE MEADOWS CMTY COLLEGE	NV	10	3	7	30	10	20	40	0	0	0
UNIVERSITY OF OREGON	OR	8	2	6	13	0	25	25	25	13	0
UNIVERSITY OF UTAH	UT	5	1	4	20	0	40	40	0	0	0
BRIGHAM YOUNG UNIVERSITY	UT	4	2	2	0	0	0	0	75	25	0
MICHIGAN STATE UNIVERSITY	MI	4	0	4	0	25	25	50	0	0	0
ARIZONA STATE UNIVERSITY	AZ	3	1	2	33	33	33	0	0	0	0
HAWAII PACIFIC UNIVERSITY	HI	3	0	3	0	0	67	0	33	0	0
IDAHO STATE UNIV-POCATELLO	ID	3	0	3	33	0	33	0	33	0	0
NORTHERN ARIZONA UNIVERSITY	AZ	3	2	1	0	33	0	0	67	0	0
SIERRA NEVADA UNIVERSITY	NV	3	0	3	33	0	67	0	0	0	0
UNIV OF CA-SANTA CRUZ	CA	3	1	2	0	33	33	33	0	0	0
UNIV OF SOUTHERN CALIFORNIA	CA	3	1	2	33	67	0	0	0	0	0
UNIVERSITY OF ARIZONA	AZ	3	1	2	0	33	0	0	67	0	0
BOISE STATE UNIVERSITY	ID	2	0	2	0	0	0	100	0	0	0
BRIGHAM YOUNG UNIV-HAWAII	HI	2	0	2	0	0	50	0	0	50	0
CAL ST UNIV-MONTEREY BAY	CA	2	1	1	0	0	50	0	0	50	0
COLL OF SOUTHERN NV-NLV CAMPUS	NV	2	1	1	0	50	0	50	0	0	0
CORTEZ MASTO C-US SEN NV	NV	2	0	2	0	100	0	0	0	0	0
MASSACHUSETTS INST OF TECH	MA	2	1	1	0	0	0	50	0	50	0
PRESCOTT COLLEGE	AZ	2	0	2	0	0	0	0	100	0	0
SOUTHERN UTAH UNIVERSITY	UT	2	0	2	0	0	0	0	50	50	0
US SEN NV-J ROSEN	NV	2	0	2	0	100	0	0	0	0	0
UTAH STATE UNIVERSITY LOGAN	UT	2	0	2	0	0	0	0	50	50	0
UTAH TECH UNIVERSITY	UT	2	1	1	50	0	0	0	50	0	0
ALBANY STATE UNIVERSITY	GA	1	0	1	0	0	0	100	0	0	0
BERKELEY CITY COLLEGE	CA	1	1	0	0	100	0	0	0	0	0
BEVERLY HILLS DESIGN INSTITUTE	CA	1	0	1	0	0	100	0	0	0	0
All Other Institutions		54	13	41	19	20	26	20	13	2	0
Total		231	81	150	14	20	24	22	15	4	0

ACT PROFILE REPORT - District: SECTION V, OPTIONAL WRITING TEST RESULTS
Graduating Class 2024

Total Students in Report: 659

Page 33
Code 297020
LYON COUNTY SCHOOL DISTRICT
YERINGTON, NV

Figure 5.1. Average ACT Writing Scores by Race/Ethnicity*



*Missing columns reflect race/ethnicity groupings that are missing.

ACT PROFILE REPORT - District
Graduating Class 2024

Total Students in Report: 659

Page 34
Code 297020
LYON COUNTY SCHOOL DISTRICT
YERINGTON, NV

Table 5.1. Average ACT English Language Arts Constituent Scores by Race/Ethnicity and Gender[1] for Students Who Took ACT Writing

	N		Average ACT Scores					
			English		Reading		Writing	
	District	State	District	State	District	State	District	State
All Students	**645**	**33,069**	**14.5**	**15.9**	**16.4**	**17.5**	**5.4**	**5.8**
Black/African American	5	2,840	14.4	13.7	17.4	15.3	6.2	5.3
American Indian/Alaska Native	23	216	12.5	13.3	14.0	15.2	5.0	4.9
White	314	8,100	14.9	18.2	17.0	19.9	5.4	6.3
Hispanic/Latino	200	13,950	13.9	14.5	15.6	16.3	5.3	5.6
Asian	7	1,889	17.9	19.6	20.0	20.4	6.7	6.8
Native Hawaiian/Other Pacific Islander	3	346	12.3	14.1	15.7	15.8	5.7	5.5
Two or More Races	46	2,507	15.2	17.7	17.6	19.2	5.5	6.3
Prefer not/No Response	47	3,221	13.7	14.4	15.5	16.0	5.2	5.3
Males	326	16,047	14.3	15.5	16.1	17.0	5.2	5.5
Females	292	15,424	14.5	16.2	16.7	17.9	5.7	6.1
Other Responses	27	1,598	15.8	17.1	18.3	18.7	5.1	5.9

Table 5.2. Average ACT English Language Arts Outcomes by Race/Ethnicity and Gender[1] for Students Who Took ACT Writing

	N		Average ACT Scores			
			Average ELA Score		Percent Who Met ELA Benchmark	
	District	State	District	State	District	State
All Students	**645**	**33,069**	**14.8**	**16.2**	**16**	**27**
Black/African American	5	2,840	16.2	14.1	20	13
American Indian/Alaska Native	23	216	13.1	13.5	9	11
White	314	8,100	15.2	18.4	16	41
Hispanic/Latino	200	13,950	14.3	15.2	13	19
Asian	7	1,889	18.6	19.5	43	49
Native Hawaiian/Other Pacific Islander	3	346	14.0	14.7	0	16
Two or More Races	46	2,507	15.7	17.9	26	37
Prefer not/No Response	47	3,221	14.0	14.5	13	18
Males	326	16,047	14.4	15.5	14	23
Females	292	15,424	15.3	16.9	16	30
Other Responses	27	1,598	15.5	17.2	26	33

[1] 'Other responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

Reflection

- **What areas of promise/success do you see?**
    - Looking at the Median as this number demonstrates a student that has 50% scoring higher and 50% scoring lower, as opposed to the average percentile.
    - Looking at the median, we are holding fairly steady over time

    - **Math:** *Our students can demonstrate the following skills*
        - Perform one-operation computation with whole numbers and decimals.
        - Recognize equivalent fractions and fractions in lowest terms.
        - Perform one-operation computation with whole numbers and decimals
        - Recognize equivalent fractions and fractions in lowest terms
        - Locate positive rational numbers (expressed as whole numbers, fractions, decimals, and mixed numbers) on the number line
        - Solve problems in one or two steps using whole numbers and using decimals in the context of money
        - Exhibit knowledge of basic expressions (e.g., identify an expression for a total as $b + g$)
        - Solve equations in the form $x + a = b$, where a and b are whole numbers or decimals
        - Solve problems in one or two steps using whole numbers and using decimals in the context of money
        - Extend a given pattern by a few terms for patterns that have a constant increase or decrease between terms
        - Estimate the length of a line segment based on other lengths in a geometric figure
        - Calculate the length of a line segment based on the lengths of other line segments that go in the same direction (e.g., overlapping line segments and parallel sides of polygons with only right angles)
        - Perform common conversions of money and of length, weight, mass, and time within a measurement system (e.g., dollars to dimes, inches to feet, and hours to minutes)
        - Calculate the average of a list of positive whole numbers
        - Extract one relevant number from a basic table or chart, and use it in a single computation

    - **Reading:** *Our students can demonstrate the following skills*
        - Locate basic facts (e.g., names, dates, events) clearly stated in a passage
        - Draw simple logical conclusions about the main characters in somewhat challenging literary narratives
        - Identify the topic of passages and distinguish the topic from the central idea or theme
        - Determine when (e.g., first, last, before, after) an event occurs in somewhat challenging passages

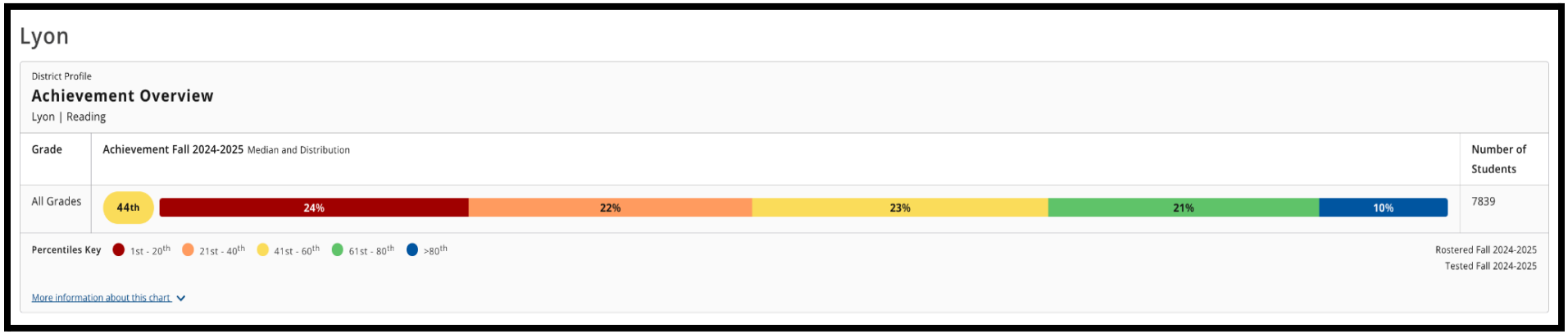
        - Identify simple cause-effect relationships within a single sentence in a passage
        - Understand the implication of a familiar word or phrase and of simple descriptive language
        - Analyze how one or more sentences in passages relate to the whole passage when the function is stated or clearly indicated
        - Recognize a clear intent of an author or narrator in somewhat challenging literary narratives
        - Analyze how one or more sentences in passages offer reasons for or support a claim when the relationship is clearly indicated
        - simple comparisons between two passages

    - **Science:** *Our students can demonstrate the following skills*
        - Select two or more pieces of data from a simple data presentation
        - Understand basic scientific terminology
        - Find basic information in the text that describes a complex data presentation
        - Determine how the values of variables change as the value of another variable changes in a simple data presentation
        - Understand the methods used in a simple experiment
        - Understand the tools and functions of tools used in a complex experiment
        - Find basic information in text that describes a complex experiment
        - Identify implications in a model
        - Determine which models present certain basic information

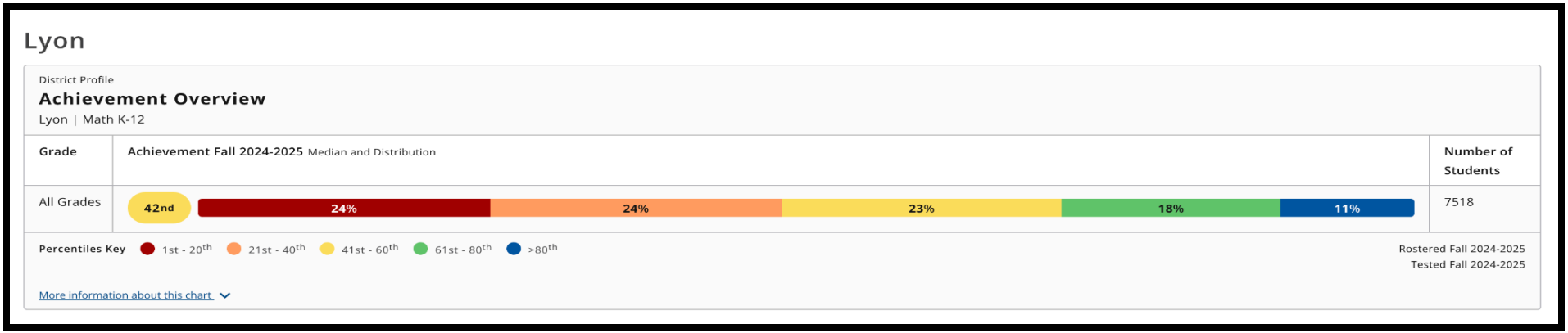
- **What areas of improvement do you see?**
    - Reframing the conversation around ACT
        - Student communication, we need to do a better job of communicating the purpose and benefit of this assessment to students and families.
        - While we do see declines in average scores, we are within 2% from data 5 years ago (2020) with increases of enrollment (we tested 30 more students last year compared to 2020).
        - Concerns with coding/validity - Core Curriculum: only 11% reported taking “Core Curriculum” when they are Juniors, they have not completed their 3rd year of math. Majority of our students are on the Algebra I, Geometry, Algebra II path by Junior year.
    - When looking at our English scores, working to provide consistent opportunities for students to write should be explored.

Measure of Academic Progress

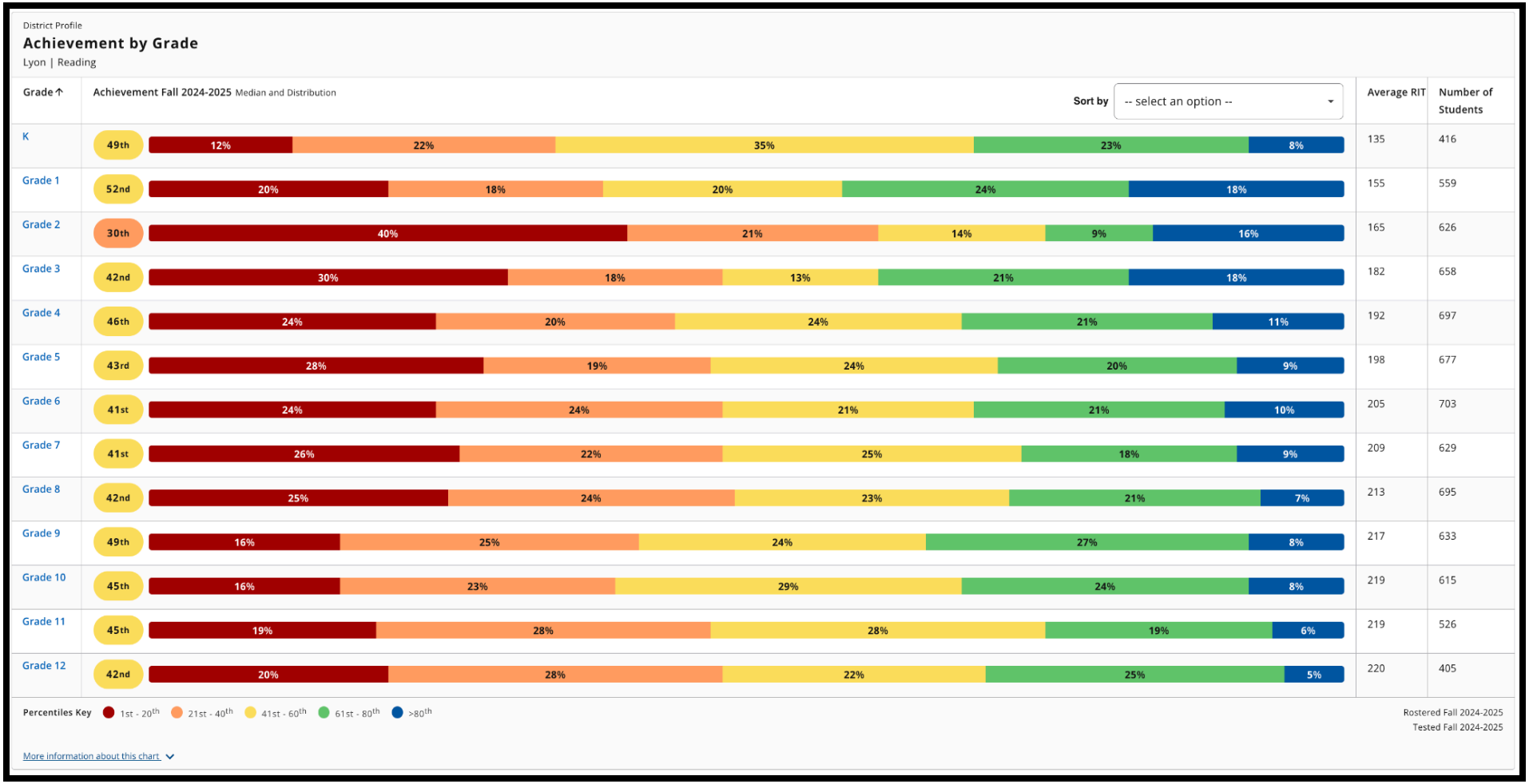
– Reading Achievement Overview



– Math Achievement Overview



– Reading Achievement By Grade



District Profile

Achievement by Grade

Lyon | Reading

Sort by -- select an option --

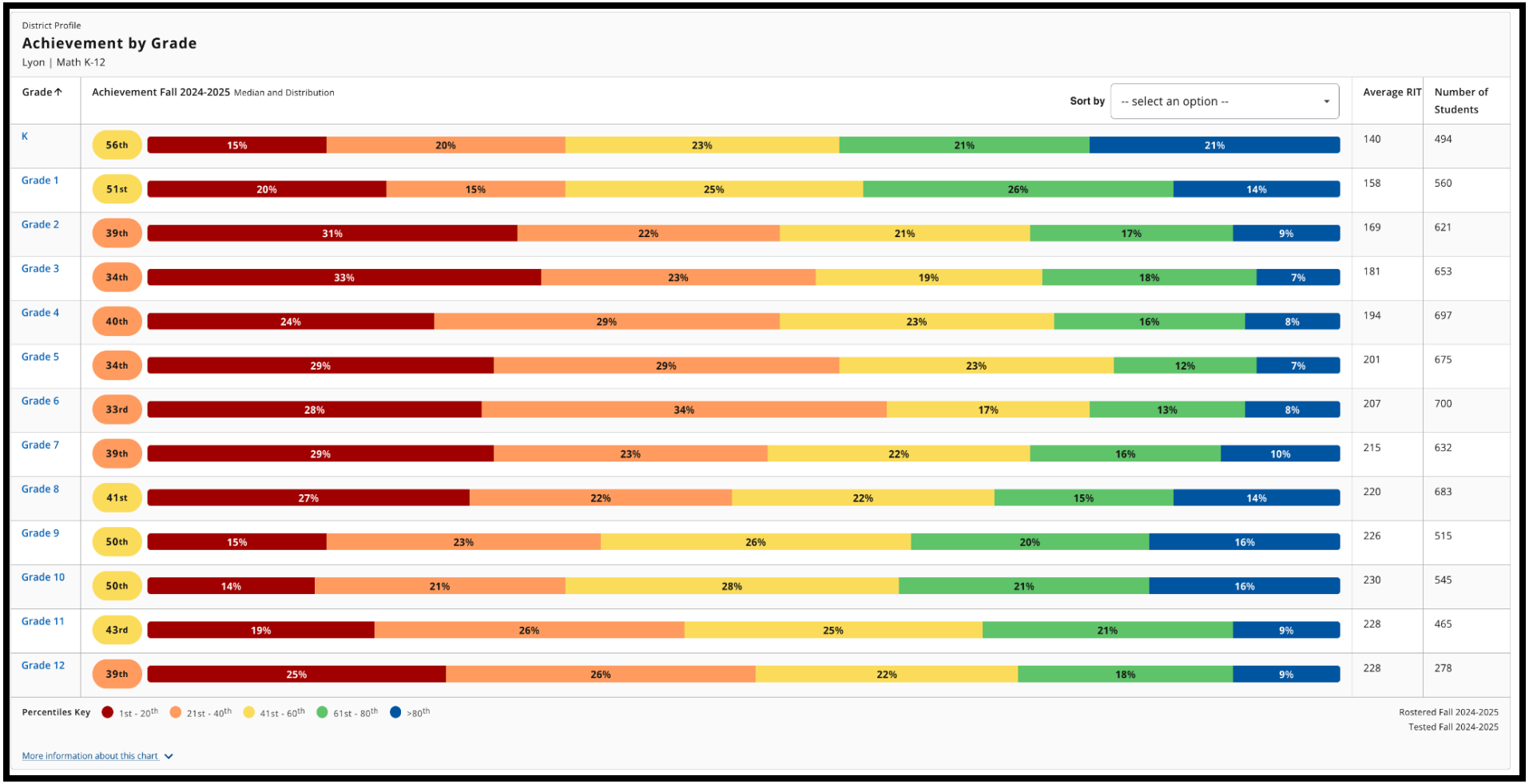
Grade	Achievement Fall 2024-2025 Median and Distribution	Average RIT	Number of Students
K	49th: 12% / 22% / 35% / 23% / 8%	135	416
Grade 1	52nd: 20% / 18% / 20% / 24% / 18%	155	559
Grade 2	30th: 40% / 21% / 14% / 9% / 16%	165	626
Grade 3	42nd: 30% / 18% / 13% / 21% / 18%	182	658
Grade 4	46th: 24% / 20% / 24% / 21% / 11%	192	697
Grade 5	43rd: 28% / 19% / 24% / 20% / 9%	198	677
Grade 6	41st: 24% / 24% / 21% / 21% / 10%	205	703
Grade 7	41st: 26% / 22% / 25% / 18% / 9%	209	629
Grade 8	42nd: 25% / 24% / 23% / 21% / 7%	213	695
Grade 9	49th: 16% / 25% / 24% / 27% / 8%	217	633
Grade 10	45th: 16% / 23% / 29% / 24% / 8%	219	615
Grade 11	45th: 19% / 28% / 28% / 19% / 6%	219	526
Grade 12	42nd: 20% / 28% / 22% / 25% / 5%	220	405

Percentiles Key: 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

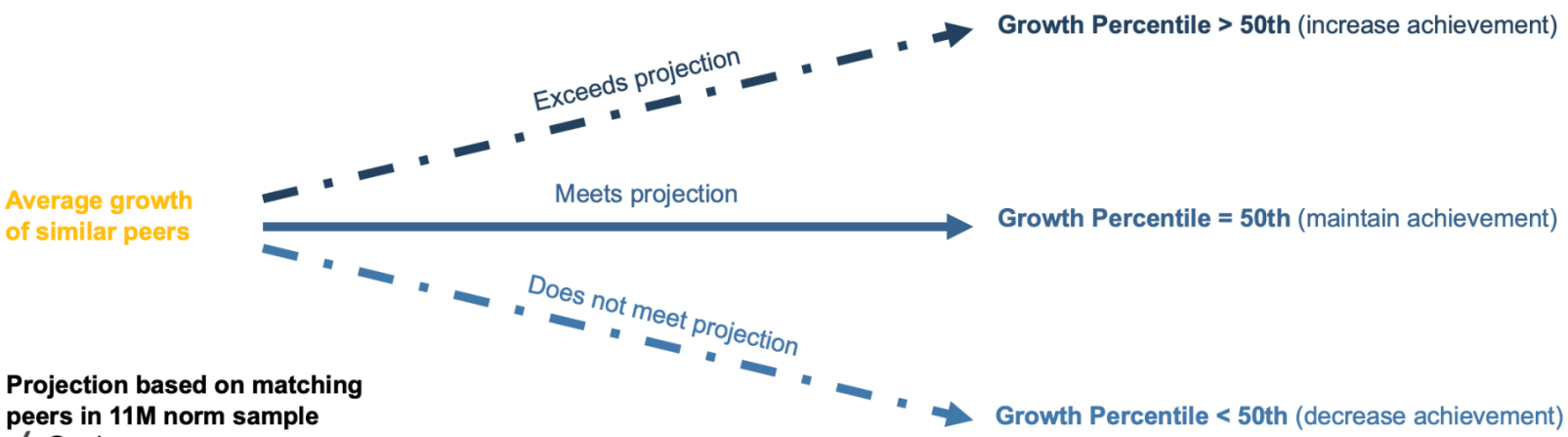
Rostered Fall 2024-2025
Tested Fall 2024-2025

More information about this chart

– Math Achievement By Grade



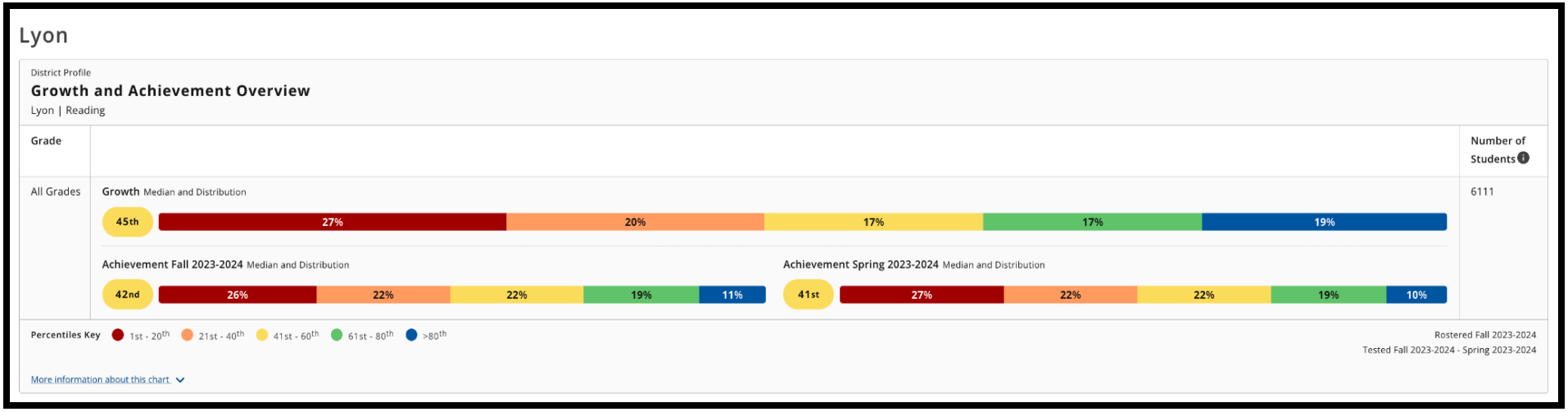
How Are Achievement and Growth Related?



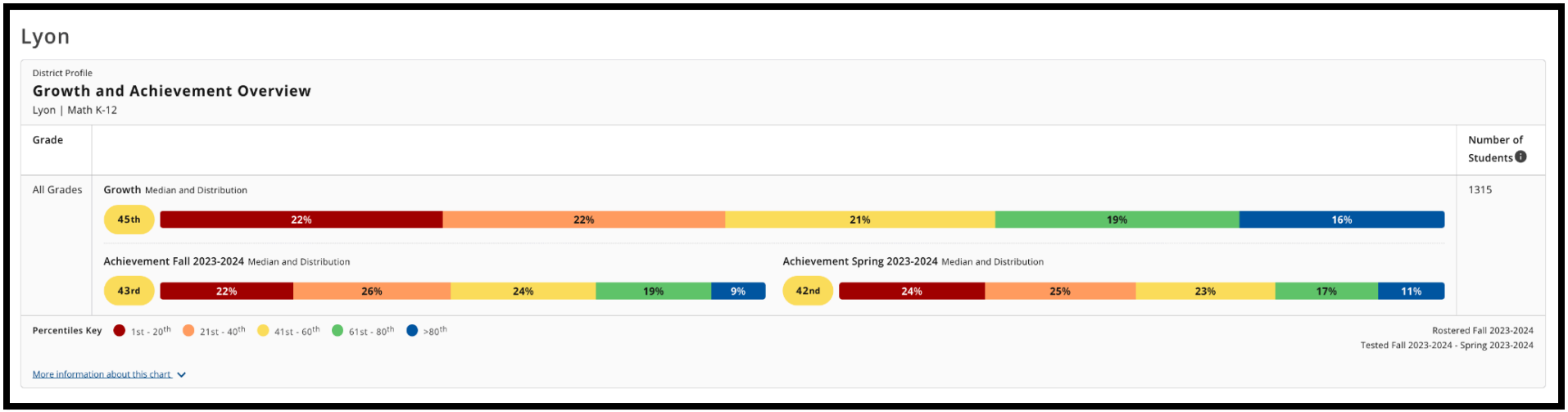
Projection based on matching peers in 11M norm sample

- ✓ Grade
- ✓ Test
- ✓ Instructional week
- ✓ Starting RIT score

– Reading Growth and Achievement Overview



– Math Growth and Achievement Overview

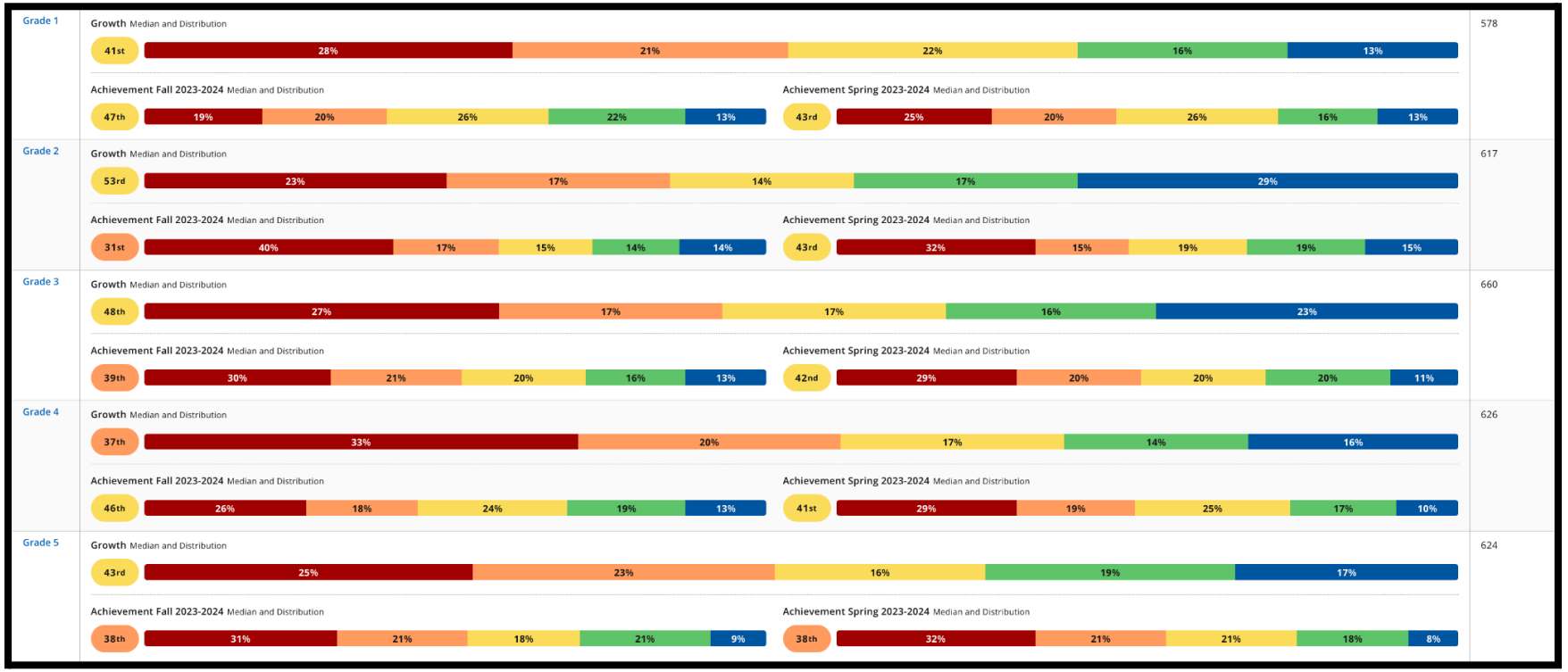


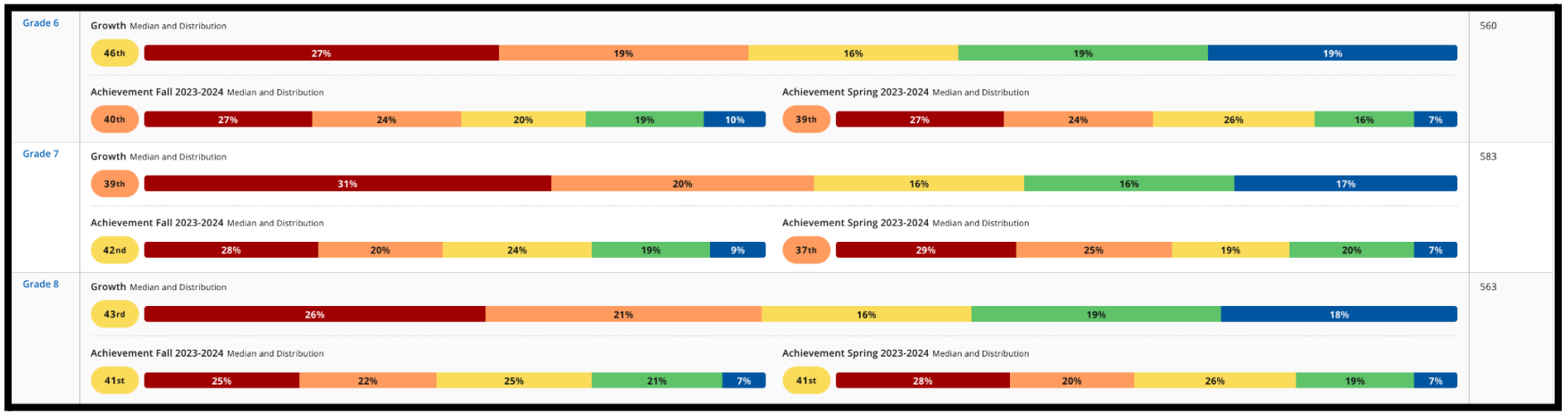
– Reading Growth and Achievement By Grade

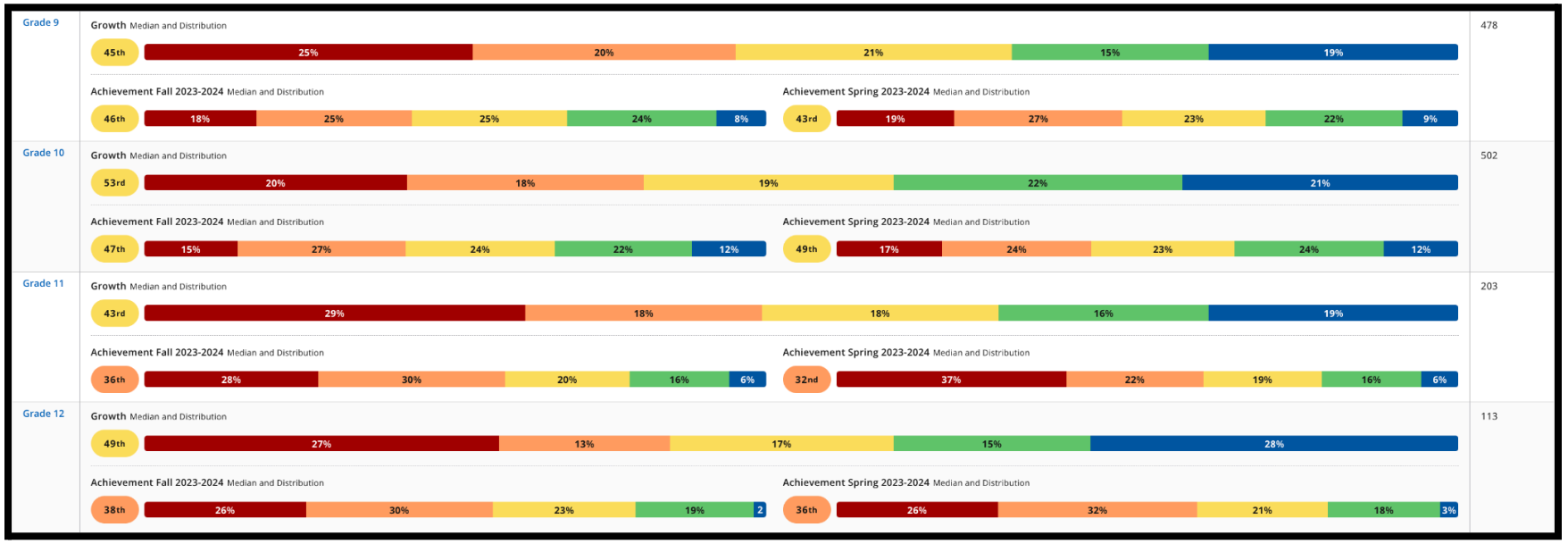
District Profile

Growth And Achievement by Grade

Lyon | Reading




Grade 6
Growth Median and Distribution
46th
27%
19%
16%
19%
19%
560
Achievement Fall 2023-2024 Median and Distribution
40th
27%
24%
20%
19%
10%
Achievement Spring 2023-2024 Median and Distribution
39th
27%
24%
26%
16%
7%
Grade 7
Growth Median and Distribution
39th
31%
20%
16%
16%
17%
583
Achievement Fall 2023-2024 Median and Distribution
42nd
28%
20%
24%
19%
9%
Achievement Spring 2023-2024 Median and Distribution
37th
29%
25%
19%
20%
7%
Grade 8
Growth Median and Distribution
43rd
26%
21%
16%
19%
18%
563
Achievement Fall 2023-2024 Median and Distribution
41st
25%
22%
25%
21%
7%
Achievement Spring 2023-2024 Median and Distribution
41st
28%
20%
26%
19%
7%


Grade 9
Growth Median and Distribution
45th
25%
20%
21%
15%
19%
478
Achievement Fall 2023-2024 Median and Distribution
46th
18%
25%
25%
24%
8%
Achievement Spring 2023-2024 Median and Distribution
43rd
19%
27%
23%
22%
9%
Grade 10
Growth Median and Distribution
53rd
20%
18%
19%
22%
21%
502
Achievement Fall 2023-2024 Median and Distribution
47th
15%
27%
24%
22%
12%
Achievement Spring 2023-2024 Median and Distribution
49th
17%
24%
23%
24%
12%
Grade 11
Growth Median and Distribution
43rd
29%
18%
18%
16%
19%
203
Achievement Fall 2023-2024 Median and Distribution
36th
28%
30%
20%
16%
6%
Achievement Spring 2023-2024 Median and Distribution
32nd
37%
22%
19%
16%
6%
Grade 12
Growth Median and Distribution
49th
27%
13%
17%
15%
28%
113
Achievement Fall 2023-2024 Median and Distribution
38th
26%
30%
23%
19%
2
Achievement Spring 2023-2024 Median and Distribution
36th
26%
32%
21%
18%
3%

Reflection

- **What areas of promise/success do you see?**
    - When we look at high school achievement results, we can see that we are in the hunt nationally (ie. 50th percentile as the median in math for grade 9)
    - Students largely scored in the 40th percentile for fall MAP assessments in 2024, showing that we are making typical growth.
    - We are seeing typical growth among most of our grade levels.

- **What areas of improvement do you see?**
    - High School is using MAP data again to determine need (Assessment FOR learning).
    - A better indicator of what students know compared to other assessments
    - 4th and 7th grades did not see typical growth in reading. Diagnostic research is needed to explore what the specific area of need is.

World-class Instructional Design and Assessment (WIDA)

WIDA Proficiency Trend Data: Percentage of Students Exiting EL

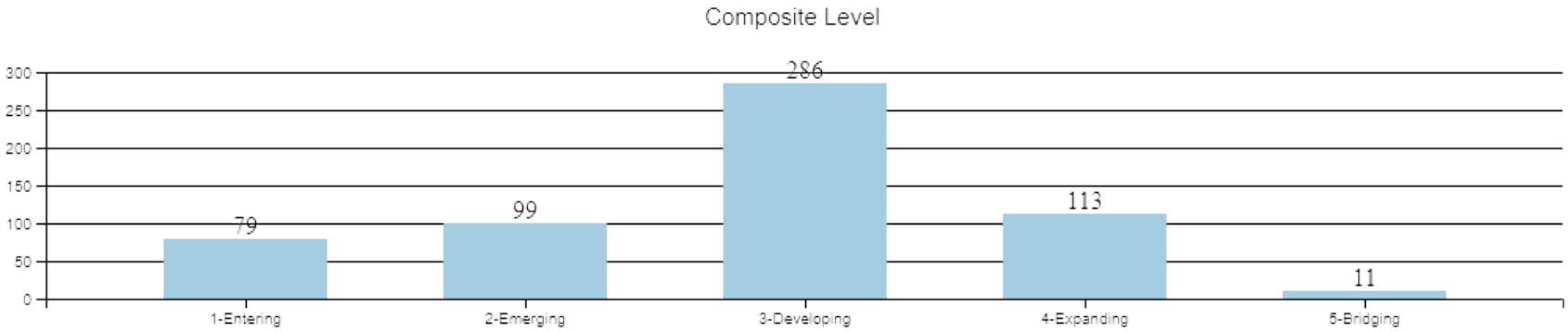
School	2018	2019	2020	2021	2022	2023	2024
CES	13%	11%	16%	3%	7%	2%	5%
DES	15%	15%	23%	13%	11%	14%	7%
DHS	25%	16%	8%	22%	7%	3%	2%
DIS	5%	9%	10%	12%	0%	5%	0%
EVES	24%	56%	14%	13%	18%	13%	0%
FES	18%	5%	17%	3%	6%	10%	5%
FHS	12%	14%	9%	7%	7%	5%	4%
FIS	37%	45%	26%	0%	8%	23%	22%
RES	3%	34%	17%	9%	3%	19%	8%
SES	5%	16%	27%	18%	10%	2%	7%
SMS	0%	8%	0%	0%	12%	8%	6%
SSES	0%	0%	0%	25%	0%	0%	0%
SSHS	0%	0%	0%	0%	0%	0%	0%
SSMS	0%	0%	40%	0%	0%	10%	0%
SVS	19%	8%	8%	17%	10%	38%	0%
YES	7%	5%	13%	13%	10%	3%	5%
YHS	14%	15%	6%	13%	4%	3%	4%
YIS	15.00%	20.00%	15%	3%	6%	2%	4%
Eagle Ridge HS	NA	NA	NA	NA	NA	NA	0%
District	13%	15%	15%	10%	8%	7%	6%

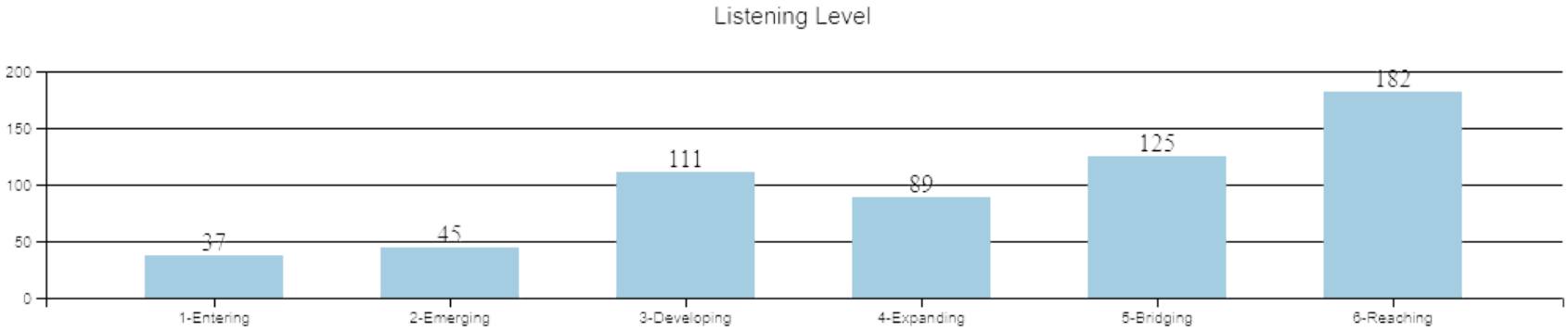
WIDA Adequate Growth Percentiles (AGP) Trend Data

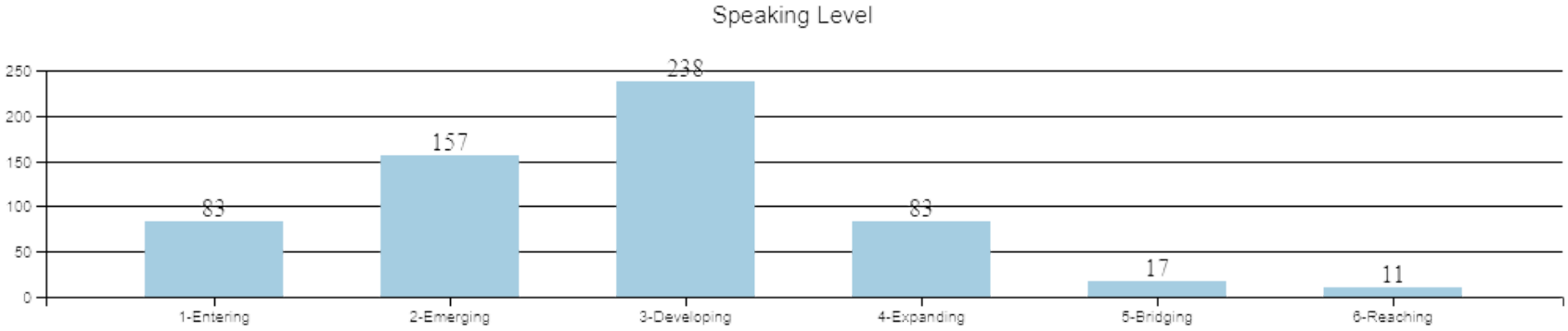
District: Lyon County School District	Elementary WIDA ACCESS 2.0 for ELLs AGP Trend Growth							
Cottonwood Elementary School	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024
# of WIDA Met AGP/# of WIDA AGP	8/18	8/22	13/20	5/15	2/17	11/19	5/24	12/35
% of WIDA Met AGP	44%	36%	65%	33%	12%	58%	21%	34%
School: Dayton Elem	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024
# of WIDA Met AGP/# of WIDA AGP	16/41	21/40	27/38	20/37	10/31	14/28	12/28	13/27
% of WIDA Met AGP	39%	53%	71%	54%	32%	50%	43%	48.1
Silver Springs ES	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024
# of WIDA Met AGP/# of WIDA AGP	0/1	0/2	0/3	N/A	N/A	N/A	2/11	N/A
% of WIDA Met AGP	0%	0%	0%	N/A	N/A	N/A	18%	N/A
School: Smith Valley School	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024
# of WIDA Met AGP/# of WIDA AGP	0/4	0/3	0/3	N/A	N/A	N/A	N/A	N/A
% of WIDA Met AGP	0%	0%	0%	N/A	N/A	N/A	N/A	N/A
Riverview Elem	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024
# of WIDA Met AGP/# of WIDA AGP	6/14	5/20	18/27	8/17	9/15	4/17	14/32	9/26
% of WIDA Met AGP	43%	25%	67%	47%	60%	24%	44%	35%
School: Sutro Elem	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024

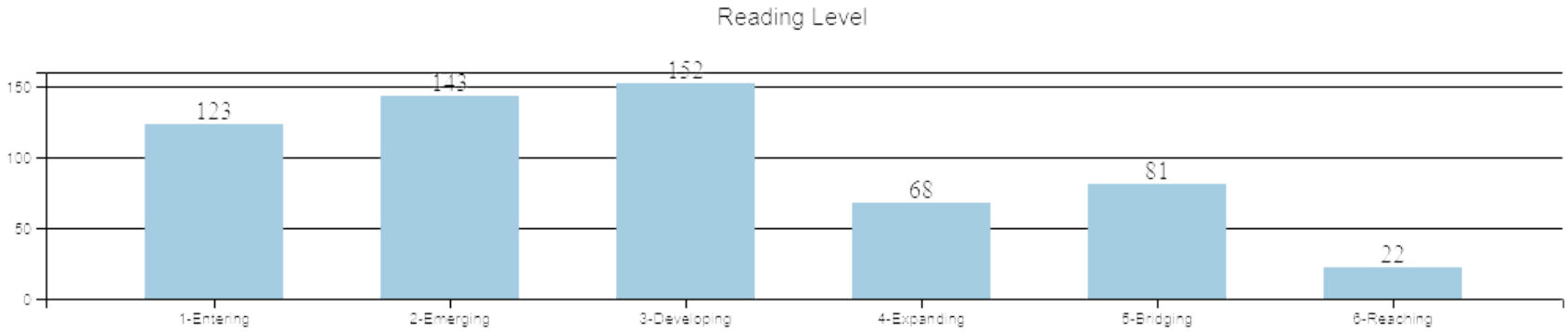
# of WIDA Met AGP/# of WIDA AGP	6/18	8/16	9/16	9/17	11/21	11/26	5/35	22/51
% of WIDA Met AGP	33%	50%	56%	52%	52%	42%	14%	43%
School: Yerington Elem	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024
# of WIDA Met AGP/# of WIDA AGP	23/50	23/61	28/73	48/86	37/85	30/77	14/71	30/77
% of WIDA Met AGP	46%	38%	38%	55%	44%	39%	20%	39%
School: Fernley ES	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024
# of WIDA Met AGP/# of WIDA AGP	8/15	4/11	9/24	14/27	12/24	11/26	16/26	14/24
% of WIDA Met AGP	53%	36%	38%	51%	50%	42%	62%	58%
School: East Valley ES	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024
# of WIDA Met AGP/# of WIDA AGP	9/11	6/13	11/11	5/10	12/16	7/17	6/20	8/18
% of WIDA Met AGP	82%	46%	100%	50%	75%	41%	30%	44%
School: LCSD	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024
% of WIDA Met AGP					93/209	88/210	74/247	118/276
					45%	42%	30%	43%

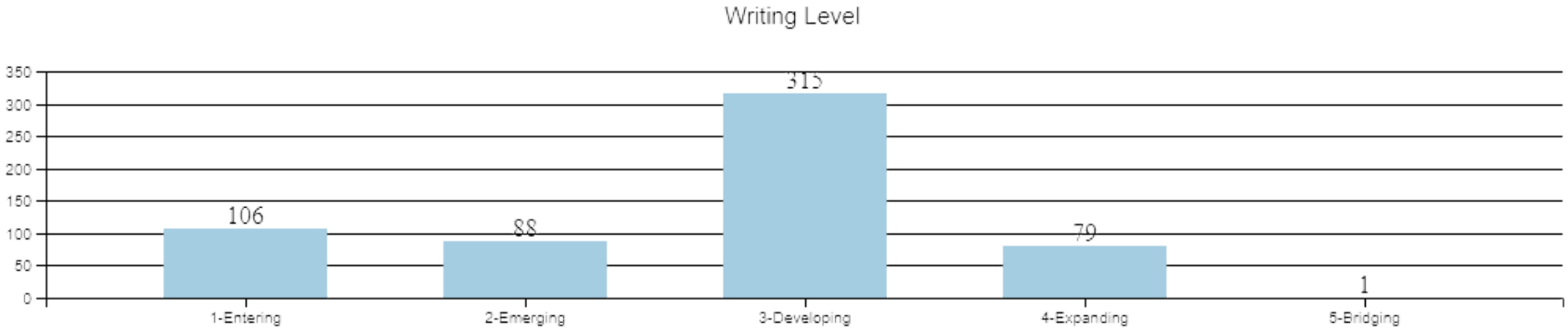
WIDA ACCESS 2024 Results by Domain








Reading Level
150
100
50
0
123
143
152
68
81
22
1-Entering
2-Emerging
3-Developing
4-Expanding
5-Bridging
6-Reaching


Writing Level
350
300
250
200
150
100
50
0
106
88
315
79
1
1-Entering
2-Emerging
3-Developing
4-Expanding
5-Bridging

Reflection

The ESSA of 2015 requires that students identified as English Learners (EL) are annually assessed for English proficiency in the four domains of speaking, listening, reading, and writing on English Language Proficiency Assessment. The WIDA Consortium provides Nevada's English Proficiency Examination. This language assessment does not replace the State English Language Arts Tests (SBAC, ACT or NAA) required by state law.

The purpose of the WIDA ACCESS test is to assess English proficiency, identify areas of need, and monitor student progress. Each domain (listening, speaking, reading, writing) is assessed individually, and the results help determine a student's overall proficiency level. The test is divided into different levels based on students' English proficiency and the levels range from Level 1 (Entering) to Level 6 (Reaching), reflecting varying levels of language development in each domain.

As a district, we will continue to support our teachers in tier 1 instruction and focus on the WIDA ACCESS domain of reading.

- **What areas of promise/success do you see?**
    - The number of students who met Adequate Growth Proficiency (AGP) increased by 13% from the Spring of 2023 to the Spring of 2024. The AGP measures the percentage of students who have a growth score that meets their growth target which is based on their Student Growth Percentile (SGP) each year.
    - The spring 2024 WIDA ACCESS results indicate that our ELL students show the highest level of proficiency in the listening domain.

- **What areas of improvement do you see?**
    - The percentage of students who were proficient on the WIDA ACCESS has declined each year. The proficiency rate is based on the overall Composite score of 4.5. This overall Composite score consists of the following Domains: Listening, Speaking, Reading and Writing.
    - The spring 2024 WIDA ACCESS results indicate that our ELL students show the h level of proficiency in the speaking domain.

Career and Technical Education

	# Of Completers	Certificate Earners	Percentage	
22/23	353	92	26%	Percentage of Completers earning certificates
23/24	365	191	52%	
22/23		165	47%	Percentage of Completers earning an IRC
23/24		326	89%	
22/23		180	51%	Percentage of Completers with a WBL experience
23/24		175	48%	

Reflection

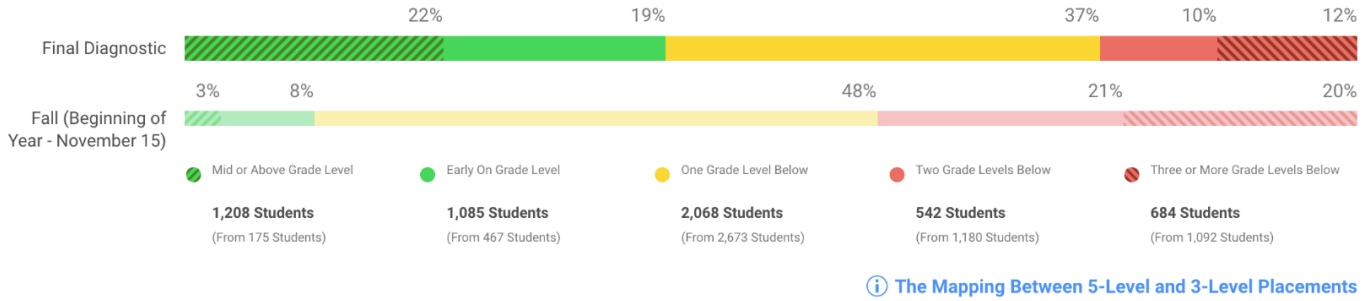
- **What areas of promise/success do you see?**
    - Lyon CSD has placed a greater emphasis on Career and Technical Education (CTE) as well as Work Based Learning (WBL). There has been a greater emphasis on the end-of-program assessments and it shows in our data with higher pass rates.
    - With the district's focus on the Innovative Practice of Work Based Learning as part of the Governor's Acing Accountability, we are seeing great results from schools K-12.
    - Industry Recognized Credentials are gaining importance and students are earning stackable credentials that can be used in careers as well as part of a post-secondary education.
    - We just trained staff in the MC3 (Multi-Craft Core Curriculum) for Apprenticeship Readiness Programs which will be another stackable credential that can be earned.

- **What areas of improvement do you see?**
    - An almost 30% increase in CTE Certificate Earners
    - A 42% increase in Industry Recognized Credentials (IRC's).
    - While we saw a 3% dip in Completers with Work Based Learning (WBL) Experience, we see a potential increase in this for the 2024-2025 school year.
    - We see an increase in the number of Dual Credit offerings for CTE courses and expect this to continue as we collaborate closely with WNC and UNR.

iReady

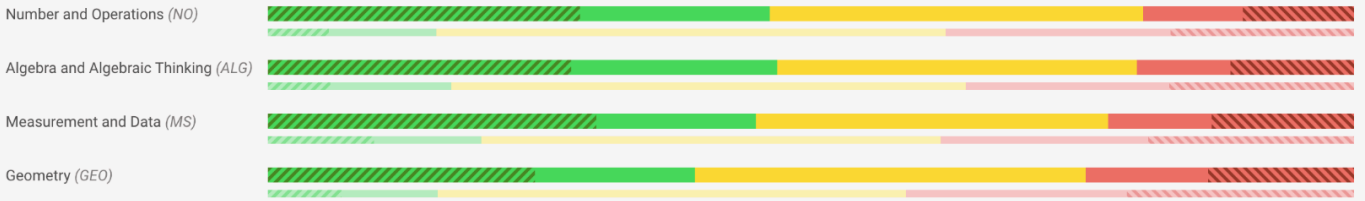
Overall Placement

Students Assessed/Total: **5,587/5,932**



The Mapping Between 5-Level and 3-Level Placements

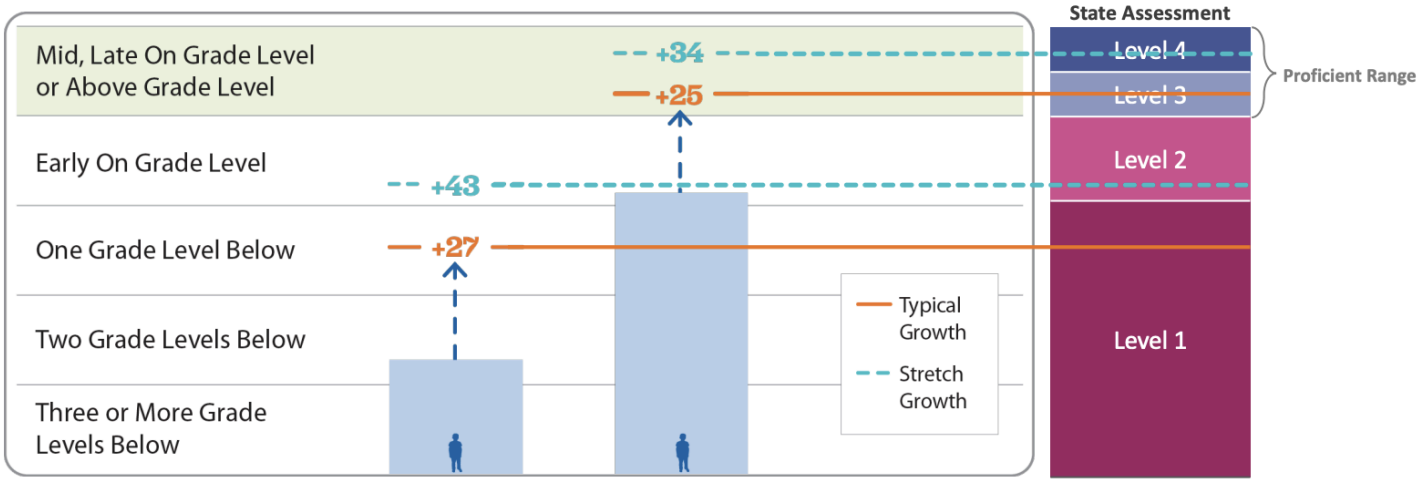
Placement by Domain



STATE TEST PROFICIENCY

Growth Model Examples for Two Grade 3 Students

A projection of students' Diagnostic scores using Typical Growth or Stretch Growth is used.



Alex placed Two Grade Levels Below on his fall Diagnostic. He requires more than one year to reach Proficient on the state assessment. His Stretch Growth projection links to the bottom of Level 2.

Bianca placed Early On Grade Level on her fall Diagnostic. Her projections using either Typical Growth or Stretch Growth link to levels within the Proficient range.

i-Ready

Reflection

- **What areas of promise/success do you see?**
    - An increase in the number of students reaching proficiency as compared from the beginning of year (BOY) to the end of year (EOY).

- **What areas of improvement do you see?**
    - Encourage all sites to focus on “Stretch Growth” in order to accelerate learning.
    - Use of Personalized Learning through MyPath - Weekly updates for site Principals

Our Plan For Improvement

Our Way Forward:

- Data-Driven Decision Making
    - Quarterly Data Digs to utilize the data collected to inform learning per our assessment FOR learning model.
    - Utilization of Able Space to ensure that the needs of our special education students are being met.
- Portrait of a Learner
    - Moving from Poster to Practice
        - PD around teacher commitments to ensure that our intentional practice is student-centered.
        - A commitment to connect with students rather than label them with a number or level.
- Commitment to supporting students toward career and life success
    - Use of Acing Accountability developed by Governor Lombardo
    - Focus on the Science of Reading best practices.
    - Focus on work-based learning and career exploration opportunities in grades K-12
    - Focus on research-based curriculum and supplementals
    - Focus on student academic growth
    - Focus on reading proficiency in grades K-3
    - Focus on math proficiency in grades 4-8
    - Continue to provide students with access to advanced placement courses, dual-credit courses, Career and Technical Education courses, world language courses, and work-based learning opportunities.
- Commitment to aligning our instruction to the Science of Reading
    - Provide learning opportunities to our staff by utilizing Lexia.
    - Utilization of Tier Two interventions like Corrective Reading and Reading Mastery for students in the bottom 20th percentile.